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A PARENT'S GUIDE TO CHILDREN'S READING

A PARENT'S GUIDE TO CHILDREN'S READING

BY

MARY GRAHAM BONNER

AUTHOR OF "DADDY'S BEDTIME FAIRY STORIES," "DADDY'S BEDTIME ANIMAL STORIES," "DADDY'S BEDTIME OUTDOOR STORIES," "DADDY'S BEDTIME BIRD STORIES," "365 BEDTIME STORIES."

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THIS BOOK IS DEDICATED

TO

ONE PARENT IN PARTICULAR—

MY MOTHER

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INTRODUCTION

THERE is a certain appeal about books just because they are books. It is the lure of the book-shop, of the library, of the bookcase in a house, of the larger and more extensive libraries in the houses of certain friends. Windows filled with books can inspire it, shelves with rows and rows of books intensify it, and books owned and held in one's hands culminate it.

My earliest remembrance of this feeling came long before I could read, when I possessed my first book. The book was a collection of Old Testament stories—and was lost by a borrowing small acquaintance (I don't call any one a friend who loses a borrowed favorite) before I knew enough to notice or consider the fact that an individual was responsible for the book that made me so happy.

INTRODUCTION

I used to sit on the floor and hold this book. Sometimes I would look at the pictures. Sometimes I would repeat the stories from having heard them read, and sometimes I would simply caress the book, moving my hands over its smooth cover, murmuring words of childish praise. It was not the same when the book was out of my hands and I wanted to repeat one of the stories. I had to hold the book. Some time later I was told that the page upon which was my favorite story of all—that of the infant Samuel—had been loosened and that I had put the page back so that it was upside-down, but how was I to know in those non-reading days? The picture opposite revealed Samuel right-side-up.

I loved that book not only because I cared for its stories and its pictures, but because it was a book and I could hold it.

Even now great quantities of books that come to me for review never fill me with any dread of the time and thought they will take. Rather is it that early feeling, developed and strengthened through the years: Ah, here are

many books, and in them what joys and entertainment and help and knowledge and friendship and zest may I not find? When they fail, they fail individually. One is not against the whole human race and all one's friends because some individuals disappoint.

Parents have not the time to read and cull books to-day as they could manage to do even at the beginning of this century—to pick out the good from the bad, the interesting from the dull, the time-wasters from the time-enrichers. It is because they so often ask me for "lists" that I am putting together this book. At least that is one of the reasons. But I should not want any one to think, children least of all, that I have arbitrarily selected any kind of compulsory reading list for them. I merely hope that some of my many book friends will, through this little book, find more, and will go to them not because of parental orders, but because of cooperative enthusiasm for what these books may contain.

And at this point I wish to amplify my dedication. Never was I forced to read any book.

My mother's eagerness and delight and appreciation of books, her interest in talking about them, her keen enthusiasm, always made my reading a treat, never a task. Many a good book has been killed for a child by labeling it with a *MUST*. No one should be ordered to like what in itself is likable.

If I have forgotten to mention books that will occur to me afterward I beg of them and of you to forgive me. Sometimes when giving a party or when sending out Christmas cards, we forget friends who mean so much to us that it seems incredible that we could have let them slip our minds. It may be that in such a way I shall forget some favorite books. I hope not!

Of course, in anything as personal as this, there are bound to be what will seem to others serious omissions. But I am leaving blank pages at the end of this book for you to add those favorites of yours. And I am also going to leave some room so that you may add new books that you want to include, for new books these days have in so many instances

a vitality that demands inclusion. It will, as well, make this book so much more yours.

So—with these words of explanation, may I introduce you to the following books? If you have met them before, all the better. If not, I think you will find them well worth your while.

MARY GRAHAM BONNER

607 West 137th St.,
New York City

I

IMAGINATIVE BOOKS, FAIRY TALES, MYTHS

I

IMAGINATIVE BOOKS, FAIRY TALES, MYTHS

PERHAPS the lure of the world of the imagination lies in the fact that it is a world created of realities coupled with dreams. Down through the centuries this world has flourished, and by means of books we are able gloriously to journey through it. The only ticket we are asked to show is one printed in our own minds indicating our eagerness and our responsiveness.

Children do not all think alike, feel alike, or enjoy alike, any more than do their elders. All children do not care for fairy-stories any more than all grown-ups care for detective tales. All children do not care for books about birds or flowers any more than all adults care for adventure stories or biographies. It

is true with children, however, just as it is with those of mature mentalities, that those who "love books" do not restrict themselves to any one kind of book, altho they may have dislikes, and certainly they have preferences.

There are some writers—fortunately they form a decided minority—who think that by writing vaguely or in an involved manner they are being imaginative. An imaginative story, fanciful and inventive tho it may be, must have clarity. There must be reality to unreality, while a created world of imagery must in its imaginative state be as clearly visualized as is the world that is an admitted fact.

Then there is another group who think that imaginative books must not strain the imagination too far. So they half-heartedly go about their lukewarm business of being halfway imaginative, fearful lest they demand too much of the child's creative understanding. They never throw themselves utterly into their stories because they are always sacrificing a bit of their writing attention on what may or may not be the child's attitude. And while

the child does not analyze his feelings he is aware of a lack of something whole-souled and complete and genuine about such an author's book. A child has infinite capacity for vivid imaginative creations.

Now, for the first time in its vivid life, imagination is in competition with actuality.

In the old days—and the old days in this day and age are prematurely old—children used their imaginations without any assistance. Take their capacity for believing in the ever-listening ears of a far-away Santa Claus. They stood by chimneys all over the land and called up their many, small requests to that king of childhood. They did not, of course, think of the millions of other children doing the same thing at the same time, but they did know that all their own small friends were doing the same. They met the following day after an evening of one-sided conversation with their important friend, and compared notes on what they had requested and how long they had talked. The fact that Santa Claus lived "way, way up north" with his reindeer and

where his workshop occupied about the only open space in a land of forests and deep snow, and that their voices had to travel that distance, never baffled them in the slightest. Nor was there any doubt in their minds that he could hear them all, and distinguish their different requests altho shouted at the same time from all the chimneys of the town. He was a marvelous person. He loved children. Their imaginations supplemented the rest. Anyone who loved children so much that he was ready to work exclusively for their pleasure and delight, who gloried in their struggling letters, who, altho he said not a word, heard and heeded their exuberant desires, who devoted the most important day in the year to them, and who dashed hurriedly all over the land on Christmas Eve to fill to the top every expectant stocking, was certainly capable of more than usual powers. They never deified him, they never sanctified him. They simply knew he loved them in a superlatively jovial, playtime spirit, and they returned his devotion with their unquestioning trust. *Of course* he heard

when they called up the chimney to him. He had ears for them, wherever he might be.

Now along comes the radio and by means of something little more apparent than a toy their fathers and mothers and sisters and brothers are exclaiming over the far-away voices they have heard. "I got Florida last night," a father in Alberta affirms. "I got New York," a brother in Southern California boasts. With wave lengths and the radio connecting us with almost any station regardless of great stretches of intervening country, there is apt not to be quite the same vigor in the belief of making Santa Claus hear unaided. Imaginations are not required to be so keen, so individually soaring.

Thus has actuality robbed imagination of some of its glory. When actuality has captured the air and the entertainments of distant cities, by air-ships and by radio; when actuality has made a commonplace vehicle of utility out of a "horseless carriage"; when actuality has timed the movements of the sun, the moon, and the earth, and has done the

seemingly incredible, it behooves imagination to stir itself and not become a laggard. But I am of the belief that actuality is not one of imagination's enemies.

For a while there may be a little misunderstanding, but in time there will come a real truce. Imagination and actuality will encounter each other in a Word Court of their own, and they will emerge at peace, with all differences smoothed out.

"If I," actuality will reason, "can accomplish so much, certainly you can widen your vision and enlarge your scope."

And imagination will reply, "I will dream dreams and see visions and just as quickly as you catch up with me I will start off again on new paths to hitherto undiscovered realms."

Nor will actuality be jealous. Actuality will be wise enough to know that by co-operating with imagination it will accomplish far more than if it progressed single-worded.

It takes a while for these things to come to pass, but that they will come to pass is foreordained. Since the beginning of life actual-

ity has been trying to catch up with imagination. Now that it has done so it has lost its head a little. But that is natural in view of its astonishing progress. It has always been wanting really to link itself with imagination. Soon it will realize this wish and it will lend its great strength to imagination at the same time. Before long children too will find their imaginations soaring once more. If they can hear the other side of the country on the radio, how much further they can let out the merry, jingling reins of their fancies!

An unimaginative person cannot see the fanciful unless it is duly labeled, and then can only see it through a barrier of doubt. An unimaginative person cannot really see a child, for childhood is, in essence, a state of imaginative ideality. A child's games, his playtimes, his love of his parents, are idealized forms of love. There is great imagination in his affections. His father is the greatest man in the world, his mother the most wonderful, his big brother the smartest, his little sister the sweetest. When his temper is ruffled, and his pin-

nacled kin collapse, his idealism is powerful enough to replace them after the storm is over.

To state a paradoxical truism, there is too much reality about imagination ever to see its destruction. In spite of all modernity—and modernity is an ever-present factor—inevitably, it will flourish. After all, the fact that it has lived so vitally for so many ages is almost in itself proof enough. Fancifully dancing down through the centuries the fairy-tales and the imaginative conceptions and the myths have been told and retold. And each age is to itself a "modern" one.

Each country has picked up the fairy-tales of other countries, changed and refashioned them at times, but in their essentials so many of them have been the same. One reads the old German fairy-tales, and then the old English legends or the tales of Norse mythology, and how many similarities are to be found! Politically, internationalism may be a mere figure of speech. In fairy-tales and legends it exists.

Retrospective books of imagination do not occur so often. It seems easier to remember

the stories others have told, the legends which have grown familiar through repetition, the creation of new fairy-figures, than to revert to one's own feelings and imaginings when a child.

Charles Vince accomplished this latter feat when he wrote "Barrie Marvell," an exquisite book. Roy Helton, in "The Early Adventures of Peacham Grew," gave a sympathetic, understanding, charming portrayal of the thoughts and imaginings and realities of a little boy. Julia Ellsworth Ford revealed a similar quality in "Imagina." So did Hugh Walpole in his "Jeremy." These books can be appreciated by older children because they are about those things which children feel, but which, because of the thoughtless laughter of adults, they shyly keep to themselves. They are books for adults primarily, however, because they take adults back to childhood and so bring childhood closer to them.

There is, these days, a wretched group of people who try to bring old fairy-tales up to date. Such is practically the title of one ("The

Fairies Up to Date") in which the author sends Cinderella and her prince on an ocean voyage for their wedding tour. If that should keep up, Cinderella would not have the endurance to withstand it. It would kill her. Send her off with her old-time glory—with all the appurtenances of fairyland, and she will live forever. But put her on an ocean liner, and in a few years, when dirigibles cross the ocean, she will simply be out of date. For fairyland is dateless. Modern modes of travel soon become antiquated.

And what excuse has any one for keeping Santa Claus in bed with a broken leg at Christmas time when Mrs. Santa Claus takes around the presents? I refuse to believe that Santa Claus could let any accident happen to him at Christmas time.

If this sort of thing should continue to creep into the beloved old stories and legends, there would doubtless soon follow a new edition of Little Red Riding Hood in which she is so busy getting Iceland on the radio that she permits a new and hitherto unheard-of little

brother to take her wolverine adventures for her. But doubtless it is a fad, and all fads wear themselves out quickly.

There is also a tendency, from time to time, to denounce Mother Goose. She has even had her self-elected substitute. Mother Goose frequently is quite frankly absurd. She has humor and nonsense and imagination. Only a deplorable sophistication of age can detect evil in "Goosey, goosey, gander." Only those who have discarded their chuckles with babyhood can object to a cow jumping over a moon. Mother Goose appreciated the fact that children have judgment and humor. Mother Goose's usurper would not banish fairies—yet she asserts that children do not like Peter Pan. She puts Alice in Wonderland also in a class for adults. Alice was—and is—a distinguished enough child to be loved by adults and children.

In this talk on, and plea for, imagination I would not be giving attention to certain groups of persons so extensively, were it not for the fact that in this country small, organized mi-

norities have many times upset the wishes of a majority. Is Mother Goose to be banished because her imaginative nonsense and her high-spirited jollity are not always labeled "Fairy-Tales"? Does she also not make a lasting appeal in "Who Stole the Bird's Nest"?

> A little boy hung down his head,
> And went and hid behind the bed;
> For he stole that pretty nest
> From little Robin Redbreast;
> And he felt so full of shame
> He did not like to tell his name.

No amount of preachment could be more powerful than the little boy's own feeling of shame.

Then, too, the child enjoying the imaginatively fantastic picture of a cow's leap over the moon and a little dog's laughter (all true dog lovers *believe* a dog can laugh) is sowing the seeds within his own mind for the later, higher imagination that, together with actuality, enriches, enlivens and beautifies the world.

An unimaginative person dares too little

ever to touch the heart of reality. An unswervingly literal mind can never laugh. Nor can any but a simpleton smile because of a command to smile. It has got to be deeper than that.

We who are adult, love Mother Goose not because she is upon our bedside book-table, nor because we pick her up and reread her every once in awhile. She is a part of our childhood, and we owe it to children of to-day that they be introduced to her. They will not regard her with adult eyes, but with our eyes when we were young. And our eyes looked upon her with great affection.

Dear Mother Goose, with your tall black hat and your red cape and your staff, flying up in the air upon your broad-backed gander, you started our imaginative adventures into the book world. Let others soar higher than you soared, let them go far beyond your imaginings, for we always plead for more, not less, imagination. But do not let them ever, ever destroy you, because you set the world of childhood to wondering and to laughing.

Twinkle, twinkle, little star,
How I wonder what you are,
Up above the world so high,
Like a diamond in the sky.

You knew how children thought!

Stay upon your throne, and may those who are, and shall be your successors go to you as friends with their tales of wonder-discovery, for no one more than you wanted "to sweep the cobwebs off the sky!"

The real writers never try to gain their audience by a denunciation of immortal favorites. Carl Sandburg never tried to succeed by starting forth with a preliminary attack upon the folk-lore of foreign countries. Hugh Lofting never tried to promote his Dr. Dolittle by first belittling Alice and her Wonderland. Henry Beston did not try to improve on Hans Andersen's Fairy Stories. These authors have created and have so promoted and lengthened the march of children's imaginative literature.

Carl Sandburg's stories are deeply rooted in American soil. He writes of the prairies, of the cornfields, of the sweeping winds and

sunsets and the long stretches and distances of this land. With words that skip or dance or live or make brilliant, pointless fun, there is a thrill to his writings which gives a new vitality to the lore of a nation of to-day. Henry Beston is writing the genuine kind of fairy-story with a rich freshness and originality and beauty peculiarly his own, and Padraic Colum gathers together legends in his receptive fingers, pores over them with his poetic mind until they become molded with a permanent quality that makes them belong to yesterday, to-day and to-morrow. Hugh Lofting has invented a true new character in Dr. Dolittle. And these are but a few of those who are doing work to-day. Many of them are beginning to climb the heights and by to-morrow there will be more coming closer to the summits.

If I have devoted more space to imagination than to any other element in children's books, it is because I feel that its range is greater, its possible attainments higher, and its field most

fertile of all. But the right crop must be guarded and the weeds destroyed.

Taking it all in all, in the land of Imagination it looks as tho the literary weather ahead were to be very bright.

In my listing of books for certain ages I want parents to exercise great elasticity of mind. Children of the same age can be so widely different. But in this matter children will give their assistance. A child will give a swift and decisive opinion as to whether a book is too young for him. Experience with the individual children will give the final judgment on the age question.

LIST OF TITLES

Part I—For Children from Five to Nine

Mother Goose's Nursery Rhymes and Fairy Tales.—Mother Goose, bless her heart, and in spite of all her faultfinders, will always be a jolly, nursery, story-mother to all small children. There are many editions of her. Usually the Nursery Rhymes are published by themselves and without the Fairy Tales. Occasionally however, there is an edition in which the Nursery Rhymes and the Fairy Tales are included in one volume. Among the best is one illustrated by Arthur Rackham; another is illustrated by Sir John Gilbert, John Tenniel, Walter Crane, and others. There is a delightful edition illustrated by Kate Greenaway; and Charles Perrault's "Tales of Passed Times" includes the old favorites, such as Little Red Riding Hood, Blue Beard, the Sleeping Beauty, Puss in Boots, Cinderella, Riquet with the Tuft and Tom Thumb. These were not original with Perrault, but were retold by him from early legends and stories, and have been retold by others.

Hans Andersen's Fairy Tales.—There are beautiful editions, one illustrated by Kay Nielsen, and

another by EDMUND DULAC.—The work of these artists is supreme, with imaginative qualities and exquisite color, and these editions will be appreciated by older children as much as by younger readers, if not more. But start reading Andersen early in life. There are no lovelier fairy-stories than his.

Grimm's Fairy Tales.—These stories by the Brothers Grimm should be included in the library, but with younger children parents should avoid reading aloud the ones that have a morbid tendency and too much cruelty. Many of the more appealing Grimm legends are to be found in the English Fairy-Tale Book.

English Fairy-Tales.—One of the nicest editions is that illustrated by Arthur Rackham, in which the stories are retold by F. A. Steel. Here are stories that become favorites as soon as they are heard for the first time—and the parents will recognize almost all as favorites of their childhood.

The Arabian Nights.—There is a very beautiful edition illustrated by MAXFIELD PARRISH, and many other excellent editions as well. These stories glow with the richness of the Orient and fall between the older readers included in this category and all children older.

At the Back of the North Wind, by GEORGE MACDONALD.—A story of a little boy, a horse, and the personified North Wind. Filled with pathos, simplicity and indescribable charm.

The Princess and the Goblin, by GEORGE MACDONALD.—Not as fine as the preceding, but not to be missed. It is not a story for a nervous child, but for the one who likes a fairy-tale to contain morality of a spiritual order. There is a fine edition illustrated by Jessie Willcox Smith.

A Double Story, by GEORGE MACDONALD.—Written with that touch of genius which lifts George Macdonald's children's stories to a height reached only by a blessed few. For almost any taste.

Water-Babies, by CHARLES KINGSLEY.—A Jessie Willcox Smith illustrated edition is particularly nice. The story of a little boy chimney-sweep who became a water-baby. A true favorite.

Wonder Book and Tanglewood Tales, by NATHANIEL HAWTHORNE.—The myths of Greece retold in rare style and manner.

The Cock, the Mouse, and the Little Red Hen, by FÉLICITÉ LEFÈVRE.—Illustrated by Tony Sarg.

One of the rightful leaders in the story field for little children.

Hans Brinker, or The Silver Skates, by MARY MAPES DODGE.—The story of a little Dutch boy and his unselfish help to his father, told with high spirit. There is a great deal of information about Dutch ways and manners delicately intertwined with the story.

The Red Fairy-Book, edited by ANDREW LANG. —The Gustaf Tenggren illustrations are active and beautiful, and this volume includes such stories as Jack and the Beanstalk, The Six Sillies, The Twelve Dancing Princesses, The True History of Little Goldenhood, and Rapunzel. There are other fairy-tales gathered together from many sources and edited by Andrew Lang to be found in the "Blue Fairy-Book," "The Green Fairy-Book," "The Yellow Fairy-Book," and "The Violet Fairy-Book." There are more in this series, but these, in the order given, are the best.

Adventures of Pinocchio, by CARLO LORENZINI. —An Italian story of a puppet's most human and humanizing adventures. Of more or less recent success here, but bound to be permanent.

Alice's Adventures in Wonderland; and Through the Looking Glass, by LEWIS CARROLL. —Two books that are immortal; no child's library, no matter how small, should be without these masterpieces of humor, philosophy, and superb originality. Tenniel's illustrations are far and away preferable to any others.

Gulliver's Travels, by DEAN JONATHAN SWIFT.—The Arthur Rackham illustrations are as fine as any. This is a book for old and young; elders will appreciate its satire and youngsters its action and its little people.

The Wonderful Adventures of Nils, by SELMA LAGERLÖF.—A Swedish classic belonging to childhood everywhere. It is the story of a very naughty little goose-boy, who becomes an elf, rides off with the geese and sees the richness of his country and the scenes from a lofty plane. Incorporated into the story are descriptions of mountains, coast, and towns, animal and plant life, old legends; and while Nils was the direct one to benefit in the story, all readers will benefit by it.

The Wind in the Willows, by KENNETH GRAHAME.—Illustrated by Nancy Barnhart in a most appreciative way. The wise parent will read these

stories of Mr. Badger, Mr. Toad and the others, aloud so as to have just as lovely a time as the child.

Rose and the Ring, by WILLIAM MAKEPEACE THACKERAY.—A jolly fairy-tale for children which also makes a delightful play.

Just-so Stories, by RUDYARD KIPLING.—Fanciful tales of animals that can be re-read—and re-read.

Granny's Wonderful Chair, by FRANCES BROWNE.—A fairy-tale of action for the small reader who will delight in the way the chair can up and act.

The Starlight Wonder-Book; The Firelight Fairy-Book, both by HENRY BESTON.—Original and beautiful fairy-stories of to-day. Every story is a gleaming, merrily twinkling wonder-tale with great pictorial power and chuckling humor.

The Story of Naughty Kildeen, by MARIE, QUEEN OF ROUMANIA.—Illustrated by Job in such a way as to add greatly to the story of a thoroughly naughty princess who becomes just as thoroughly good. In fact, the pictures make it a memorable book, but unfortunately it is very expensive.

Rumpty Dudget's Tower, by JULIAN HAWTHORNE.—An old magazine story, but of recent

book publication. A truly creative tale told in beautiful English and with proper attention to every fanciful detail.

Shoemaker's Shoes, by MARY WOLFE THOMPSON.—Very jolly stories for a little boy, in which an Engine, an Old Sleigh, and other articles talk in a natural manner.

Honey-Bee, by ANATOLE FRANCE.—Recently translated by Mrs. John Lane. A little girl who is not too matter-of-fact will like this story. It is childish romance.

Topsy-Turvy Tales, by ELSIE SMEATON MUNRO. —Laugh-provoking tales for children with constant jokes and absurd characters, very well done. Utterly ridiculous, but never cheap nor slap-stick.

Billy Barnicoat, by GREVILLE MACDONALD.—The story of a little Cornish lad, in which the real and the fanciful are so blended that the reader can scarcely tell where one begins and the other leaves off. This is for the child whose imagination and ordinary doings mingle freely.

The Rose Fyleman Fairy-Book; Fairies and Chimneys; The Fairy Flute; The Fairy Green;

all by Rose Fyleman.—These could be included in the section on poetry. But they belong even more to the fairy realm, for a fairy must at sometime or other have touched this author with a magical wand which has made her thoroughly understand both fairies and children.

The Old Willow-Tree, and Other Stories, by Carl Ewald. In which trees talk far more entertainingly than most people.

The Story of Dr. Dolittle; Doctor Dolittle's Post Office, by Hugh Lofting.—The first and third in the Dolittle series are literary, creative and humorous attainments of an outstanding order.

Punch and Robinetta, by Ethel M. Gate.—Fairy-tales of beauty and significance.

The Blue Swordsman, by Gertrude Crownfield.—Glowing fairy-tales of the fireplace.

Little Robin Stay-Behind, and Other Plays in Verse for Children, by Katherine Lee Bates.—A volume of imaginative plays combining fancifulness with an underlying strain of practical idealism.

Eight Little Plays for Children, by Rose Fyleman.—Easily acted, and worth learning and doing and enjoying.

Wonder-Clock Plays, adapted from Howard Pyle's "The Wonder-Clock," by SOPHIE L. GOLDSMITH.—A very practical as well as entertaining volume in which details as to costuming and producing are given.

Knee-High to a Grasshopper, by ANNE and DILLWYN PARRISH.—A story for small children which takes them to the very heart of a meadow.

Stories Told to Children, by MICHAEL FAIRLESS.—Read this book aloud to your favorite small child. You will both enjoy it. The Dreadful Griffin, the Discontented Daffodils, the Fairy Fluffikins and Tinkle-Tinkle all take leading parts, and so beautifully does this author write that the parent must make a note to have the children, when they become older, read her story "The Road-mender."

Rachel and the Seven Wonders, by NETTA SYRETT.—Makes the seven famous wonders of the world not only wonders but interesting.

The Magic Fishbone, by CHARLES DICKENS.—Illustrated by F. D. Bedford. As complete a fairy-story as could be, with such good wishes as these bestowed upon the young couple by Grandmarina: "My dears, you will have thirty-five children, and

they will all be good and beautiful. Seventeen of your children will be boys, and eighteen will be girls. The hair of the whole of your children will curl naturally. They will never have the measles, and will have recovered from the whooping-cough before being born."

The Golden Goose and Other Fairy Tales, by Eva March Tappan.—Stories from the Scandinavian in which is included the tale of "The Giant's House with the Roof of Sausages."

King of the Golden River, by John Ruskin.—Bearing the moral of the evil of trying to become rich unfairly.

The Light Princess, by George Macdonald.—She weighed nothing!

Mopsa the Fairy, by Jean Ingelow.—What a little boy sees when he flies into Fairyland.

Peter Pan, by J. M. Barrie.—You will believe in fairies after reading this.

Imagina, by Julia Ellsworth Ford.—Older people will appreciate this book as much as chil-

dren, but it should not be given to children under eight years of age, and is preferably for older children.

Stories of the Birds from Myth and Fable, by M. C. Carey.—Stories from Roumania, Korea, Greece, Japan, Australia, England, the Eskimo, and the American Indian.

The Jade Story Book, edited by Penrhyn W. Coussens.—Stories living up to the Oriental aspect of the title—from Persia, China, India, and other remote parts.

A Guide to Caper, text by Thomas Bodkin.—Pictures by Denis Eden. Caper is a town any one can visit if possessed of an imagination and a sense of humor. Deliciously absurd, but never stoops to buffoonery.

The Mushroom Boy, by Theodore A. Harper. A quite irresistible story of an imaginative little boy.

Pedlar's Ware, by Margaret and Mary Baker. —Four present-day fairy-tales concocted of old materials but stirred together by capable hands.

Japanese Fairy Tales, by T. P. Williston.—Gives the child the feeling of really knowing something of Japan and its folk-lore.

The Thrings of the Dark Mountain, by Morgan Taylor.—In this book the author has succeeded in evolving a new little race of creatures in a world already densely inhabited by fairies, gnomes, brownies and all their near relatives, and has made the *Thrings* real and definite and living.

Old King Cole, and Other Mediæval Plays, by Josephine Elliott Krohn.—A book to be welcomed by those who are searching for plays to be given by little children. They are mainly based on old jingles from Mother Goose, entertainingly and dramatically considered.

Part II—For Children from Nine to Thirteen

Rootabaga Stories; Rootabaga Pigeons, by Carl Sandburg.—The author has brushed aside all old material and has proceeded to make his own stories out of new materials which he has discovered, poetical, humorous, and imaginative. A great con-

tribution to American literature for imaginative children. Splendidly illustrated by Maud and Miska Petersham.

Stories from the Early World, by R. M. Fleming.—A collection of stories of twenty-four races admirably told.

Maya the Bee; Heaven Folk, by Waldemar Bonsels.—These books have great charm and literary distinction, in which philosophy is blended with nature.

All-Fellows and the Cloak of Friendship, by Laurence Housman.—Fairy-tales and religious and mystical stories. Perhaps its audience would not be a wide one, but those who like mystical stories will find this beautiful.

Barrie Marvell: His Dreams and Adventures, by Charles Vince.—There will be comfort in this book for the child who has recently outgrown make-believe days, or even for parents who can look back and see themselves as once they were. Superbly written.

The Early Adventures of Peacham Grew, by Roy Helton.—For the nine-year-old, his father, his mother.

An Argosy of Fables, selected by FREDERIC TABER COOPER.—A very complete collection, large in size and wide in scope.

Tales from Silver Lands, by CHARLES J. FINGER.—South American stories, silvery, too, in the poetically gleaming quality that they possess.

Chinese Fairy-Tales, by NORMAN H. PITMAN.—An interesting group of stories, ably told.

Wizard of the North, by PARKER FILLMORE.—Finnish stories told in colorful, cultured English.

Irish Fairy-Tales, by JAMES STEPHENS.—For the older reader who likes mysticism in fairy-lore, but not widely and generally easy of comprehension.

The Island of the Mighty.—Hero tales of Celtic Britain. Retold by PADRAIC COLUM. Old stories and legends beautifully retold. The stories belong to olden days when lives seemed more vividly hued but human life not quite so important. Other retold tales by PADRAIC COLUM on well-known and familiar subjects, and legends and classics decidedly worth while, include "The Children's Homer," "The Adventures of Odysseus and the Tale of Troy," "The Golden Fleece and the Heroes Who Lived Before Achilles," and "The Children of Odin."

Don Quixote, by CERVANTES.—A Spanish classic of an exceptional series of adventures of a visionary knight and his devoted companion.

The Pilgrim's Progress, by JOHN BUNYAN.—Read it as it was written and not with abridgments of to-day. The graphic, vivid, active, animated morality of Bunyan's own story is hurt by the blue pencil. For the youngest members of this group.

The Blue Bird and Tyltyl.—The Story of the Betrothal, by MAURICE MAETERLINCK. A great deal of sentiment, but delightful, particularly to girls.

Homer's Iliad, by A. J. CHURCH.—Stories from Homer of the War with Troy, the Duel of Paris and Menelaus, Hector and Andromache, and so forth. Told simply and clearly so that young readers will also understand it.

The Boys' King Arthur, by MALORY.—Edited by Lanier. Illustrated by Wyeth. Legend, romance, historical traditions of the time of King Arthur and his Knights.

Rip Van Winkle and the Legend of Sleepy Hollow, by WASHINGTON IRVING.—Belonging, firmly, to American literature, and awaking all one's sympathies for poor old Rip.

The Christmas Carol, by CHARLES DICKENS.—To be read by all who are thrilled or who are not thrilled by Christmas.

The Legends of Charlemagne, by THOMAS BULFINCH.—Illustrated by N. C. Wyeth. These tales of warriors are vivid, and carry the reader mentally back to an age when warriors carried romance together with their swords.

The Fables of Æsop.—These incomparable tales, with their quaint morals, are for almost any age.

La Fontaine's Fables.—For the nine-year-old, but belonging by right, to every library, whether there is a nine-year-old about or not.

Age of Fable, by THOMAS BULFINCH.—Greek, Roman, Egyptian mythology, and a wonderful book.

Tales of Old Japan, by A. B. MITFORD.—With illustrations drawn and cut on wood by Japanese artists. These tales, in two volumes, are particularly good for older readers. The illustrations add enormously to the spirit of the tales.

Fairy Tales of All Nations, by EDOUARD LABOULAYE.—An old favorite which parents will enjoy as

much as young readers because of the sometimes rather adult humor and satire.

The Greek Heroes, by CHARLES KINGSLEY.—These are the familiar myths of Greece excellently told and especially suitable to the child of ten or eleven.

Viking Tales, by RASMUS BJÖRN ANDERSON.—The Norse Sagas in all their grandeur. Children from twelve years of age up will glory in them.

Ancient Crete, the Sea King's Eyrie, by REV. JAMES BAIKIE.—This is a sound little book, distinctly worth while. The author not only tells concisely some of the old legends, but describes the working of those who search beneath the ground to discover and make new the histories of people of long ago.

Story of the Odyssey, by DR. EDWARD BROOKS.—Ulysses and his wanderings, which most certainly were not monotonous!

Lucius, by ALFRED J. CHURCH.—Many parents will recognize this book when told that it appeared a number of years ago under the title of "Two Thousand Years Ago." It begins somewhat quaintly

and stiffly, but the reader soon gets beyond that. For the ten-year-old and the eleven-year-old.

Norwegian Fairy-Tales, from the collection of ASBJÖRNSEN and MOE.—This is an unadorned volume, but of interest in seeing the wanderings of familiar fairy-tales and myths. A beautiful edition, containing many of these stories, is found in Kay Nielsen's "East of the Sun and West of the Moon."

Feats on the Fiord, by HARRIET MARTINEAU, elaborately decorated, and illustrated by Artzybasheff, is a Norwegian tale of superstition, legend, scenic description, with a unique plot.

Tales of the Enchanted Islands of the Atlantic, by THOMAS WENTWORTH HIGGINSON.—These are stories of legendary foundation from Spanish, Breton, English, and Norwegian sources.

Heroes of Chivalry and Romance, by ALFRED J. CHURCH.—The accounts of the lives of King Arthur and his Knights of the Round Table, Beowulf and others.

Martin Pippin in the Apple Orchard, by ELEANOR FARJEON.—An exquisite "Fairy-story for

adults, and other children." For all who believe in love and romance.

Heroes of Iceland, adapted by ALLEN FRENCH. —In which we learn something of heroes far, far North, and of their customs.

II

BOOKS FOR LITTLE CHILDREN

II

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BOOKS for little children of to-day have, exclusive of fairy-tales and poetry, far more vitality than the books they were reading ten or twenty years ago. Inevitably, of course, with the tremendous number of children's books on the market there is much that is inconsequential, but it is easier in one way to select the good from this mass than it was for those parents of children of a previous age who could not select beyond a certain book because the books were not there to select.

The Prudy Books, the Dotty Dimple Series, Mrs. Molesworth's and Jean Ingelow's books still are sought for on the library shelves, and I advise parents and children to obtain these books if they have not already done so.

But the mass of material of that and even an earlier period, compared with the mass of material for children to-day, is, taking it as a whole, as inferior in quality as in quantity.

Not long ago I had access to a number of collections of child libraries belonging to children who are now grandmothers. These books fell (with a thud) below standard. They were artificial, without living spark. Poor little books—I felt sorry for them—for they never had a chance to be children's books. They were books by writers who had quite forgotten they were ever young. There were exceptions, but the general run of them was below par.

In many ways small children have great advantages over older ones. Adults are in closer sympathy with wee boys and girls than with their bigger sisters and brothers. The things that little children do are appealing in themselves. It is easier for a grown-up to understand a four-year-old than an eight-year-old. One is all ready to absorb and be guided. The other has been gathering a few self-formed ideas. Then the younger is, after the first in-

itial shy period is over, less embarrassed, and always less embarrassed with parents.

A child of four asks questions perpetually. A child of eight frequently refrains from a fear of being laughed at or teased. Rather would a slightly older child remain in ignorance than be made fun of by an elder. The rather firmly embedded idea in a child's mind that there is a pole at the North Pole, such as is to be seen in the back yard—only perhaps stouter and bigger and carrying a flag, comes from this very fear of mirthful, superior elders. A very young child knows nothing whatever about geography or the poles, but a child of eight is beginning to know these things vaguely. He makes a query about this pole. The adult bursts out laughing but thinks it rather "cute" that the child should believe in a pole at the extremity of the earth (it is the North Pole which is thought about more). So the adult indefinitely affirms that there is a pole, all in jest and great merriment, and the child does not quite know what is real, but will ask no further.

To cite this particular point is not to reach off-hand for it from many others. I have heard this sort of conversation so often that I feel justified in using it as typical.

To be sure, there are many blessed parents who know when to be serious and when to be full of fun. They know when to answer questions seriously and when to indulge in understood nonsense.

There should never be obvious laughter *at* a child. It destroys too much understanding.

Just as the small child becomes friendly with strangers by degrees, and dislikes the outsider who wants to burst ruthlessly in upon his diffidence and destroy it with one bound, so must books be introduced without any forcing.

Picture-books for the very young child are the most ideal beginnings. The pictures tell stories, and then they realize that there are more stories in the printed words which have, when you get to know them or have them told to you, the same activity and reality as the pictures.

Inspire a love of books. Never make them

a duty, and above all, never, never, NEVER make reading a punishment.

The literary weather report for books for younger children can be encouraging, too. Fine and clear can be promised for to-morrow in this realm. The old, stiff, burdensomely moral tales have been substituted by natural, simple, well conceived stories and with morals that are vigorous and healthy. There are no threatening fingers held before the child in fearful solemnity—threats that tend to frighten but never strengthen.

The march of the books for little children is sturdy, steady, and growing stronger all the time.

There are indications from all sides of a sunny, blue sky for small reading children of to-morrow.

LIST OF TITLES

BOOKS FOR CHILDREN FROM FOUR TO EIGHT, INCLUDING SPECIALLY INDICATED PICTURE BOOKS FOR CHILDREN UP TO FOUR, AND SONG BOOKS WITH MUSIC.

(NOTE: These are primarily "stories" and so form an entirely different category from the fairy-tales and myths, altho the ages overlap.)

The Prudy Books, the Dotty Dimple Series, Flaxie Frizzle, and others, by "SOPHIE MAY."—Quaint little stories to secure from the library and read if enjoyed, but if they are not liked can be missed without harm. Let the children try these out and decide for themselves.

Timothy's Quest, by KATE DOUGLAS WIGGIN.—An unforgettable story of a boy and a girl who did not want to belong to a Home with a capital H.

Bird's Christmas Carol, by KATE DOUGLAS WIGGIN. A lovely Christmas story of an invalid child's happy unselfishness.

Daddy Darwin's Dovecote; Jackanapes, by JULIANA H. EWING.—Both deserving of a loved place in the child's library. Loyalty beautifully portrayed.

Little Girl of Long Ago, by ELIZA ORNE WHITE.—A story of the actual happenings in the life of a little girl.

When Molly Was Six, by ELIZA ORNE WHITE.—Molly had plenty of fun and her dolls contributed much of it.

The All-Mother Goose Panorama, by LUXOR PRICE.—Entirely pictorial. A beautiful panel which will be loved in any nursery that can afford it. Endless enjoyment can be had in picking out the Mother Goose favorites.

The Farmer's Boy, a picture-book.—This and any other of the picture books of RANDOLPH CALDECOTT can be heartily recommended for the child who is not yet of reading age. He did handsomely for "The Frog He Would a-Wooing Go," "The House that Jack Built," "Ride a Cock Horse," etc.

A Lost Hero, by ELIZABETH STEWART PHELPS WARD and HERBERT D. WARD.—An old-time favor-

ite of the Northern household. Demands tears at every reading, but beloved. The old colored man, the pitiful contents of his bandanna handkerchief and his heroism make him quite immortal.

A, Apple Pie, a picture-book by KATE GREENAWAY.—The small child should have at least one of the Greenaway picture-books. Others of hers, exclusive of the Mother Goose edition listed with the myths and fairy tales, are: "Language of Flowers," "Birthday-Book for Children," "Marigold Garden."

Walter Crane's Picture-Books: "Red Riding Hood," "Goody Two Shoes," "Mother Hubbard," "Sing a Song of Sixpence," etc.

Captain January, by LAURA E. RICHARDS.—Belonging by right to childhood. A lovely story of devotion between a child and an old man.

The Snow-Image, by NATHANIEL HAWTHORNE. —The snow-lady who seemed so real when completed that they could not leave her out in the cold. An exquisite story.

Franconia Stories, by JACOB ABBOTT.—These have been edited and made into a single volume by Margaret Armstrong with such skill that it is almost

the exception that proves my rule against abridged editions.

Silas Marner, by GEORGE ELIOT.—For the child who is old for her years at eight, or for one older, altho it is surprizing how young a child will appreciate this story of the only miser who ever had charm —and the little-girl-companion.

The Tailor of Gloucester, by BEATRIX POTTER. —Christmas tale; and little helpful mice.

Tale of Mr. Peter Rabbit; Tale of Tom Kitten, by BEATRIX POTTER.—Stories of humanized animals for children just beginning to hear reading aloud.

Goody Two-Shoes, by OLIVER GOLDSMITH.—A swift-moving little tale and a "happy ending."

Memoirs of a Donkey, by the COUNTESS DE SÉGUR.—Some of the hardships undergone by a donkey, with a few deserved comforts after a while.

Susanna's Auction.—A droll story—with a moral—of one of the most extraordinary of auctions.

Susy's Six Birthdays, by MRS. PRENTISS.—This may be found in some old libraries. Very simple, but something a child would remember with affection.

The Brownie Books, by PALMER COX. Jolly with a capital J, and gaily pictured.

Child-Life in Prose, edited by J. G. WHITTIER. A lovely selection.

The Peterkin Papers, by LUCRETIA P. HALE.—Forever entertaining and as humorous one time as another.

Picture Tales from the Russian, by VALERY CARRICK.—There are several volumes in this series but this is the best. The stories are amusing and the pictures possess a relish of their own.

The Velveteen Rabbit, by MARGERY WILLIAMS. —A lovable book for small children. The rabbit is as real as can be in spite of his "boot-button eyes" and "his little sawdust heart."

Songs from Mother Goose.—This is an edition illustrated by Maginel Wright Enright, with music by Sidney Homer.

The Stevenson Song Book.—Verses taken from the "Child's Garden of Verses," and set to music by various composers.

Fourteen Songs.—From A. A. MILNE's "When We Were Very Young," which also should be owned. These are a sheer delight and the music by H. Fraser-Simson is entirely appropriate. Musical directions also have humor. Decorations by E. H. Shepard.

Songs of Childhood, by EUGENE FIELD, with music by Reginald De Koven. The Eugene Field favorites are here.

English Nursery Rhymes.—So you can sing "Ride a Cock Horse" and "Cock-a-Doodle-Doo." Selected by L. E. Walter, harmonized by Lucy Broadwood, and elaborately illustrated by Dorothy M. Wheeler.

Our Old Nursery Rhymes.—There are several volumes, but "Little Songs of Long Ago," is particularly charming for your youngest child. The old tunes have been harmonized by Alfred Moffat, and Le Mair has made beautiful illustrations.

Old Dutch Nursery Rhymes.—Also illustrated by Le Mair, and the tunes harmonized by J. Rongen. The older child will also appreciate this.

A B C Book, a picture-book, by CHARLES B. FALLS.—Animal alphabet pictures, printed from color blocks.

The Seashore Book, Story and Pictures by E. Boyd Smith.—Picture-book with both pictures and stories giving entertainment and information to the very young.

The Story of Mrs. Tubbs, by Hugh Lofting.—Mrs. Tubbs, one hundred years old, lives alone with a dog and a duck and a pig. A delicious story.

A Child's Day, by Walter de la Mare.—It must surely be included here. Its subject matter is told in its title but the charm of the book is as elusive of description as the charm of a small child and her small happenings. Written in rhyme.

The Story of Pocahontas and Captain John Smith, story and pictures by E. Boyd Smith.—Altho this could be included as a Picture Book, its historical significance makes it more suitable for children of from four to eight.

Little Sea Folk, by Ilsien Natalie Gaylord.—Of particular interest to the small girl or boy who lives at some time of the year by the sea.

The Little Black Coal, by Ethel Cook Eliot.—Instructive and pleasing.

The Garden of Happiness, by Zoe Meyer.—A sentimental title but contents all that can be desired for the small child.

The Black-Eyed Puppy, by Katharine Pyle.—A story of a pet dog; natural, and well done.

David Blaize and the Blue Door, by E. F. Benson.—The real world and the dream world become one for David with enjoyable results.

Summer at Cloverfield Farm; Prince and Rover of Cloverfield Farm; Bobby of Cloverfield Farm, by Helen Fuller Orton.—A group of books written with great simplicity around a family who lived on a farm, typically American. Simple without being silly, natural without being monotonous.

Dapples of the Circus, by Clarence Hawkes.—A simple story for little boys, but quite genuine. About a Shetland pony, a boy and a circus.

The Wizard of Oz, by L. Frank Baum.—This doubtless could be as well included among the fanciful stories. But wherever it is listed, it stands as a masterpiece of chuckles and originality.

The Friends of Diggeldy Dan, by EDWIN P. NORWOOD.—A clown and his friends, with a circus glitter about them all which does not ever become tawdry.

The Kitchen Porch, by GEORGE PHILIP KRAPP. —An ideal book for children, with a heroine hen.

The Poppy Seed Cakes, by MARGERY CLARK.— Gaily presented both in text and illustration. One of those books that "get there."

When the Camp Fire Burns, by JOHN HUBERT CORNYN.—Vastly superior to its title. Indian stories children will love.

About Annabel, by REBECCA MCCANN.—Adventures in rhyme. This book will be relished by small children. It has inventive humor, originality, and engaging pictures.

The Farm Book, written and illustrated by E. BOYD SMITH.—Possesses the same virtues as the author's Seashore Book. In the same series there is the author's "Railroad Book," certain to be liked by very small boys who are beginning to be attracted to engines and trains.

Old Mother West Wind, by THORNTON W. BURGESS.—The series is a good one with which to entertain the sick child. Nor need the well ones forego them.

Snowland Folk, by ROBERT E. PEARY.—In which the explorer writes of experiences and gives descriptions that would interest small children.

Story of Little Black Sambo, by HELEN BANNERMAN.—A popular story of a little black boy and a tiger, with good pictures.

The Adventures of a Brownie, by MRS. D. M. CRAIK.—A story of children and a brownie friend.

Pussy Willow's Naughty Kittens, by LILLIAN E. YOUNG.—This will be loved by very small children, for there are not only the kittens, but there are doors and windows to cut open right in the book itself and behind these doors and windows are to be found scenes of kitten home-life.

III

BOOKS OF HISTORY AND HISTORICAL ROMANCE

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HISTORY used to take a certain length of time to become history, and then did so with a sudden jump. After a long period of waiting it would leap almost momentarily into its particular niche. It became definitely history and settled itself as such, satisfied and contented and secure. But history now does not require such a period of waiting.

More and more is the fact emphasized today that we are living in history and that history is constantly in the making. So that we get a glimpse of ourselves as belonging to a certain period, and find ourselves pondering a bit as to the opinion future peoples will have of us. In fact we have become so detached

that we can supplement thoughts about national leaders and can say even of those we do not like, or of those whom we admire and others do not, "Well, time will show whether he is a great man or not."

In the olden days there was, in general, a more complete absorption into the period. People hated, admired, followed or turned against the important figures of their time with such intensity of personal reaction that there were few who foresaw a changed judgment.

History has come down to our level. We are a part of it, and we know it, and we know that our opinions are not the final ones, nor the best balanced opinions that are to be.

The Great War had a large part in this change. Suddenly we were in the midst of history—history as we knew it—the apparently never-ending struggle between human beings for supremacy, land gain, national victory. It included so much of the world that it became gigantic history, and into our war-dazed minds came the fact that everything that was being done would in somewhat curtailed

measure make a distinct section of almost every history of the future.

We remained aware of it even with peace. Other nations, our own we remembered too, had been through trying periods following wars. Had we not read Fiske's "Critical Period in American History"? We had not thought of it, perhaps, in years, but now we remembered.

History was ever present. It had always been a fact. But it had become a fact which had emerged from its dormant state as far as we were concerned.

History had come close to us, so close that it had given us an almost permanent jolt. But history in the past has always been with us. We have read of countries, races, changes in national, civic, geographical life. And at the kernel of it all were people; human beings, men and women, children, all a living part of this world upon which we now were living. It was history's great claim to immortality. The continuity and evolution of humanity can never cease to live as history because it deals

with an integral part of ourselves. And nothing in the world is quite so interesting as ourselves—even how we acted when we were young and historically crude.

When history does not interest us in school it is not the fault of history but of those teachers who make puppets of people and figureheads of heroes and villains.

There will be a number of books in this selected list which I shall omit because they are so much a part of the boy's or girl's school course, and not particularly significant apart from that. But if any one thinks histories are merely text-books, read some of those listed and become inoculated with true stories of mankind.

Histories seem to be blazing a new trail for themselves with their writers rising out of any erstwhile ruts of historical conventionality. Wars in the newest of these books are not lauded above peace-time achievements. And if people sincerely wish to put an end to war they will do it only by pulling it up by its roots so that each new generation hears not

only of its glories but of its sickening horrors and ultimate futilities.

In peace plans and peace "fights" and conferences the cures have been prescribed for nations of adults. It is always more difficult, physicians claim, to heal the wounds and fractures of fully grown people than those of children.

Children have been taught history with emphasis laid on the wars that have made the country (provided it is their own) glorious. They are taught to revere military figures, while the inventors who have given their inventive gifts to the world are skimmed over so rapidly as to make very little impression.

Those figures who led their peoples through a period of peace are dimmed by those who led great battles and who engineered clever military strategies. So children grow up with a feeling quite in honorable sympathy with war. Perhaps when they are much older and have suffered greatly because of war and realize the waste of suffering there has been, they realize how uneven is the balance between the

benefits and the horrors of war. But then it is hard to recast the mental and spiritual and thoughtful qualities.

A few histories of to-day are telling what has happened, are graphically describing the past which was glorious, horrible, noble, cruel. But they are letting children think for themselves what all this means. They are giving their minds a sense of values, a sense to balance and weigh and form judgments. So that there is just the faintest glimmering of hope that the war-filled histories of yesterday will be read as marvelous presentations of the world and people as they were, but that the coming histories will be of the world and people as they can be when progress leaps out of war's reach.

In the realm of historical romance there is not much to be said.

Of course, there is Masefield, who wrote "Martin Hyde," a vivid yarn woven around the Duke of Monmouth's rebellion against James II, and there is John Buchan, who almost stands alone here. If only he would de-

vote himself to historic romance! Potentially he is so excellent. But if you eliminate these two authors the forecast for historical romances is not very bright. The literary skies are overcast, and conditions seem uncertain, but with history itself some of the darker clouds are blowing away.

LIST OF TITLES

Part I—For Boys and Girls from Nine to Thirteen

HISTORIES

A Child's History of the World, by V. M. Hillyer.—This strikes a new note in history-book writing. Children are left with ideas to think about while their minds are formulating, and throughout there is the closest kind of intimacy between author and reader, which makes this book a very vital thing. Without once deviating from historical accuracy the author has approached his subject with marked originality and there is no confusion as to relative happenings.

The Story of Mankind, by Hendrik W. Van Loon.—The history of man throughout all times, as interesting as any story could possibly be, and of great value. Despite its condensation there is nothing in it that is choppy. A literary as well as a historical work.

The Child's Story of the Human Race, by Ramon Coffman.—Easy to absorb by piecemeal. Jauntily but entertainingly done, tho not to be compared to the above two books.

A History of France, by H. E. Marshall.—A historical work of successive happenings presented in such a way that not only the mind but the eyes see what has happened. A distinctive and valuable work.

The Book of England for Young People; The Book of France for Young People, by Sidney Dark.—Singularly free of bias and prejudice, written with vigor and with an open mind unclouded by personal hatreds and animosities. With special introduction for American readers. His "Book of Scotland" does not measure up to the above two, which are thoroughly delightful.

America, by George Philip Krapp.—The history of America from its discovery to the questions of the League of Nations, World Court, etc. It is a dignified work, keeping intact the essence of its theme by eliminating tedious successions of minor historical facts. Roosevelt is given vastly more prominence than any other individual, however.

A Book of Escapes and Hurried Journeys, by JOHN BUCHAN.—Each flight, or escape, or hurried journey, or mad, brave, reckless adventure is "strictly true" and taken from history. There is romance in it, and humor, too. There is also skilled writing, which gives the reader the sensation of perilously close calls and breathless moments without any feeling of something so hurried as to be incomplete. Chapters such as "The Escape of Prince Charlie," "The Flight of Lieutenant Parer and McIntosh Across the World," are absorbing, but "On the Roof of the World" stands as pre-eminently high as its locale.

Days of the Pioneers, by L. LAMPREY.—Deals with pioneering in the early days of American history, in realms not only of conquest and settlement, but of invention and of human, individual progress.

Blue Jackets of 1812, by WILLIS J. ABBOT.—Of particular interest to boys.

Old Times in the Colonies; Life of Lincoln; The Boys of '76, by CHARLES CARLETON COFFIN.—As interesting as fiction, with the added interest of being truth.

Twelve Naval Captains, by MOLLY ELLIOT SEAWELL.—Dealing with Paul Jones, Edward Preble, and other well-known heroes of the navy.

HISTORICAL ROMANCE

Grandfather's Chair, by NATHANIEL HAWTHORNE.—Historical stories for those of nine or younger, dealing with early New England, written with that indescribable beauty of expression that marks all this author's work.

Aunt Charlotte's Stories of Greek History; Stories of Roman History for the Little Ones, by CHARLOTTE M. YONGE.—History and some myths for those of nine years of age (if young for their age), and for children younger.

Puck of Pook's Hill, by RUDYARD KIPLING.—Stirring tales based on English history and romance.

The Tower of London, by HARRISON AINSWORTH.—Thrilling to a degree. Lady Jane Grey's story is here, too.

The Prince and the Pauper, by MARK TWAIN.—In the days of Edward the Sixth of England. Hu-

morous as one expects of its author, but touchingly sympathetic in its descriptions of the poor.

Scottish Chiefs, by JANE PORTER.—Of bravery and tragedy and especially of William Wallace.

Last of the Barons, by BULWER-LYTTON.—With Warwick as the hero of them all.

Midshipman Stuart, or The Last Cruise of the Essex. Tale of 1812, by KIRK MONROE.—For the Navy-loving youth.

With Roberts to Pretoria; With Clive in India, by G. A. HENTY.—This is not an age that likes Henty—nor do historical authorities approve of him. But some of his books were very absorbing and kindled an interest in history for yesterday's boys.

Sweet William, by MARGUERITE BOUVET.—For children of nine years of age or younger. A bit too "sweet" in spots, but not to be neglected. The story of a little Prince of Normandy who was unjustly imprisoned.

A Victor of Salamis.—A Tale of the days of Xerxes, Leonidas, etc. This was an old favorite of

mine and is still to be found in libraries. Also the "Friar of Wittenberg," by Wm. Stearns Davis, while Bulwer-Lytton's "Last Days of Pompeii" and Bulfinch's "Age of Chivalry" should be included, but should be for children around thirteen or more.

Part II—For Boys and Girls from Thirteen to Sixteen

HISTORIES

Fall of the Dutch Republic, by Hendrik W. Van Loon.—There is now a new edition of this excellent book, that was first published more than ten years ago, and which is an outstanding history.

European History, by George Burton Adams.—Covers the ground with amazing thoroughness and apparent detail in one volume.

The Rise of the Dutch Republic, by John Lothrop Motley.—Makes the reader become so interested in the Dutch that for the time being all others seem unimportant.

Rise and Fall of the Roman Empire, by Edward Gibbon.—Lengthy but in small doses at a time worth reading.

Lays of Ancient Rome, by THOMAS BABINGTON MACAULAY.—Historical ballads of majestic rendition.

The Fifteen Decisive Battles of the World. From Marathon to Waterloo. By SIR EDWARD S. CREASY.—History in briefly explicit form.

Histories of the Kings of Britain, by GEOFFREY OF MONMOUTH.—In which history, literature, and romance combine, and Britain's early days are made clear.

History of the English People, by JOHN RICHARD GREEN.—Free of bias, interestingly written, essential to historical knowledge.

The Conquest of Mexico; The Conquest of Peru, by WILLIAM H. PRESCOTT.—Extensive treatments without redundancy. Giving the earliest backgrounds which led to the conquest and important historical developments, much of which is of particular interest to the American history student.

The Conspiracy of Pontiac; Montcalm and Wolfe; A Half-Century of Conflict; La Salle and the Discovery of the Great West; The Old Ré-

gime in Canada; The Jesuits in North America; The Pioneers of France in the New World; Frontenac and New France Under Louis XIV., By Francis Parkman.—Personally I could not forego any of these books, so I list them all. Beautiful writing and the nearest to *seeing* what happened in the early days of North American settlement of any historical books.

A History of the United States, by John Fiske.—Clear and unadorned exposition of American history up to the end of the last century. More a succession of clearly put and concise facts than a literary delight.

Life and Letters of Sir Wilfrid Laurier, by Oscar Douglas Skelton.—Not a history as such, but a splendid view of Canada in its political and national growth. Ably presented.

The Life of Benjamin Franklin, "with many choice anecdotes and admirable sayings of this great man, never before published." By M. L. Weems (also author of "The Life of Washington").—Just what it says it is!

Note: All other books which would fall in this category will be read in connection with school work.

HISTORICAL ROMANCE

Rob Roy, by Sir Walter Scott.—An outlaw-tale during the time of the rebellion of the Pretender in 1715.

Kenilworth, by Sir Walter Scott.—Story of Amy Robsart, wife of Queen Elizabeth's favorite—the Earl of Leicester—and one of Scott's most fascinating romances.

When Knighthood Was in Flower, by Charles Major.—Nice for the girl of near-novel age.

The Fortunes of Nigel, by Sir Walter Scott.—In the days of James VI of Scotland.

The Talisman, by Sir Walter Scott.—Palestine during the Third Crusade with Richard the Lion-hearted at the head.

The Fair Maid of Perth, by Sir Walter Scott.—For girls and their brothers—about the days when the Lowlanders and the Highlanders of Scotland waged war against each other.

The Terror; The White Terror; The Reds of the Midi. By Felix Gras.—Gory in the extreme,

but what else could books be that faithfully recount the days and nights of the French Revolution? For the boy or girl nearer sixteen than thirteen.

The Three Musketeers, by ALEXANDRE DUMAS.—One of the greatest of historical romances ever written. In the days of Louis XIII of France and of the varied and thrilling adventures of the four friends, Athos, Porthos, Aramis *and D'Artagnan.*

Twenty Years After, by ALEXANDRE DUMAS.—In which the musketeers come to England in the reign of Charles I.

The Count of Monte Cristo, by ALEXANDRE DUMAS.—Terrible days in prison and one of the most intense books depicting revenge ever written. But I would not have missed it for anything in my "teen" reading-days, nor would I withhold it from any boy or girl of fourteen or over.

Ivanhoe, by SIR WALTER SCOTT.—A tale of great chivalry, in the days of Richard I, called Richard the Lion-hearted, and of Robin Hood.

Quentin Durward, by SIR WALTER SCOTT.—A tale of a young Scot who went as a soldier to France, and of the Louis XI period in French history.

A Tale of Two Cities, by CHARLES DICKENS.—The description of the storming of the Bastile is worth a great deal in this book, which is, at times, dull.

Henry Esmond, by WILLIAM MAKEPEACE THACKERAY.—Descriptive of the age of Queen Anne, and an engrossing book when one is weary of girls' school stories and the every-day familiar.

Lorna Doone, by R. D. BLACKMORE.—A stirring and romantic tale of England in the days of James II. Of particular interest to girls.

Westward Ho! by CHARLES KINGSLEY.—Historical adventure tale, in the days of Elizabeth. Of special interest to coastwise dwellers.

Harold: or, The Last of the Saxon Kings, by BULWER-LYTTON.—For boys of thirteen rather than sixteen.

The Canterbury Tales, by GEOFFREY CHAUCER.—Written in the days of Edward III of England. Chaucer's writings are difficult for some because of that early form of spelling and inclusion of words not now in use. But read them, if possible, as originally written.

Prisoners of Hope; To Have and to Hold, by MARY JOHNSTON.—Both prerevolutionary stories, and the same author's "1492," all good historical reading.

Seats of the Mighty, by SIR GILBERT PARKER. —Prerevolutionary days in Canada.

The Conqueror, by GERTRUDE ATHERTON.—The life of Alexander Hamilton heroically told.

The Red Badge of Courage, by STEPHEN CRANE. —A brief, remarkable book, belonging specifically to the American Civil War, but to any other time as well.

Story of Rolf and the Viking's Bow, by ALLEN FRENCH.—Based on the old Icelandic Sagas, in which a boy avenges the murder of his father.

Men of Iron, by HOWARD PYLE.—The days of Chivalry in which lived Prince Hal and others prominent in the Court.

Otto of the Silver Hand, by HOWARD PYLE.—A story of the Dark Ages and of a truly heroic boy character. For boys of thirteen rather than sixteen.

Barnaby Lee, by JOHN BENNETT.—Peter Stuyvesant, pirates and early Colonial days.

The Spy, by JAMES FENIMORE COOPER.—A story of the days of George Washington and the American Revolution.

Cardigan, Maid-at-Arms, The Maid of Paradise, The Reckoning, by ROBERT W. CHAMBERS.—A series of four historical novels, the vivid scenes of which are laid in northern New York State, in and around Albany; Pittsburgh, Pennsylvania; Lexington, Massachusetts; in the days of the American Revolution. The region and historical period are used by Mr. Chambers in a later novel, "The Little Red Foot."

The Carolinian, by RAFAEL SABATINI.—A story of the American Revolution, the scenes of which are laid in South Carolina.

The Historical Night's Entertainment, by RAFAEL SABATINI.—A series of sketches and stories having for their central theme the famous personages and events in the world's history.

IV

BOOKS OF NATURE AND THE ANIMAL WORLD

IV

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FOR all the so-called dumbness of animals, the minuteness of insects, the usualness of the more simple elements of nature, those writers who have taken these subjects close to their hearts and given us of the fruits of their devotion have achieved permanent fame. It is perhaps their very lack of seeking after worldly glories that has made their accomplishments valuable. A writer who thinks of what the public is going to say in his favor while in the act of writing his book may attain a certain passing notice; he may have his fingers on his public's pulse, and write out a prescription for the stimulation demanded at the time; but the vital depth of feeling is lacking. It is this vitality, this deep love of the

subject chosen, this absorbed interest in what he is doing, that invariably produces the worthwhile book.

Certainly Fabre could not have had his mind on the public and its praise when he chose such subjects as a grasshopper, a fly, a bee, a glowworm for his writings. But to him these insects were of tremendous interest. Their very lack of size or of spectacular qualities enhanced their amazing ways to his keenly sympathetic mind. To him insects were among the marvels of the world—and he turned out books about them that were marvelous. He was so absorbed in his subjects that he could not help but write with feeling—and feeling is vitality.

Hudson's memories of his childhood, memories of humming-birds, of the pampas, his walks that were so productive of alert observations, are rich with this same vitality. Even the quaint, detailed nature notes of the Rev. Gilbert White have immortalized Selborne. He loved every phase of nature, no matter how simple and commonplace, with so engrossing an affection that one returns to his de-

scriptions long after one has forgotten other more sensational books.

Ernest Harold Baynes has always given us his books because he loved his animal heroes so devotedly that he has hoped to inspire us with affection—not for his writing, as such, but for his Eskimo dog, or bear-cub, or his red fox.

One of the most satisfactory things about the world of nature is its inexhaustible quality. The more one learns of its secrets the more secrets there are left to discover. Particularly is this true of animals. Therein lies one of their greatest charms. You can study them and watch them and become rare friends with them, but you never can quite know all about them. Even those who are naturalists by profession, and who have, what you might well consider, a very remarkable knowledge of animal life, invariably feel that they must specialize on some particular species to contribute anything of value to science. There is Fabre, again, with his insects, Enos A. Mills with his grizzly and beaver, Robert Cushman Murphy

with his penguins, William Beebe with his tropical research, and so on.

Animals must have human biographers. It is true that they write their own autobiographies, as Ernest Thompson Seton proves, in the trails that they make through the forests and meadows, so that other animals following them, and humans too, can deduce what their actions and ideas have been. But these autobiographies are perishable, so that the lasting stories of animals must be put down by human hands in indelible print.

It seems almost wise of animals not to talk about themselves. The person who tells you just what she thinks about everything in general at first acquaintance is not one in whom you feel much interested.

To be sure, even in the animal world the male shows off and struts a bit before the lady of his matrimonial choice. But that is excusable—even commended. No lady, whether she be of the human or bird-of-paradise variety, wants her future mate to be demure and self-

deprecating and shrinkingly modest—at least not during the courting days.

But by not having the power of human chatter there always seems so much in reserve about animals and about most phases of nature.

Not to be interested in the world of nature and in animals is pathetic. It is like shutting a door on the glories of a changing sunset in order to get full value of a glaring globe of electricity. And even more than that, for nature's periods of interest are not by any means confined to the fleeting beauties of a sunset.

One of the easiest and most enjoyable things in the world is to direct children to this world of nature, and of animals. They are keenly alive to it, just as soon as the way is pointed, and often not even this is required. But guiding them a little, with books which give such infinite satisfaction, and by information which they love, their contact with nature is simple, strong and delightful.

And it gives, too, apart from the pleasure and information, a sense of the individuality of others than human beings! Animals be-

come creatures with certain rights and definite feelings, and a needless and heedless cruelty of children toward animals is forestalled. It is a forming of unique but rather fine friendships that mean something distinct and lasting.

As long as I live I shall never cease to feel affection for Kipling's Rikki Tikki Tavi, and for Raggylug, the blessed little cottontail rabbit of Ernest Thompson Seton fame. These two writers of yesterday are still writing, but their work now lacks the strength and feeling of their earlier stories. They have mellowed with too much efficient sentimentality, the poignancy, wild sorrows and stirring loyalties of their previous work put to shame their benign and rather uninspired treatises of to-day. But there are those earlier books they wrote to be had!

And should your child show interest in the vast, distant sky, there are a number of good books on the stars which are not too complicated to be understood by the amateur astronomer.

There are a good many naturalists and wild animal biographers who know how to write. The combination is excellent. The result is equally so. And the children, growing up, are reading these books eagerly. Their popularity is steadily increasing. You will see how logical it all is. Interest the small child in animal stories and in pets and he will develop that most natural of all instincts—a fondness for animals and a desire to find out more about them. There is this demand; there are the authors and the naturalists who can supply this demand.

The literary forecast among the animal and nature books is Good Sailing Weather ahead.

LIST OF TITLES

Part I—For Children from Eight to Twelve

Lives of the Hunted; Monarch, the Big Bear; The Trail of the Sandhill Stag; Wild Animals I Have Known, by Ernest Thompson Seton.—These are among the most priceless animal stories written. His more recent "Woodland Tales," "The Book of Woodcraft," and "Bannertail," are interesting, but those earlier books are living, breathing, unforgetable animal characters which we feel and understand as they reveal their stories to us. The lonely, wild sorrow of Lobo, the confined tragedy of Monarch, the big bear, adorable little Raggylug, and the others of these books are merely bound in printed volumes for convenience. They live, far removed from quiet, printed words; but by means of them we can know something of the wild animals we would otherwise possibly be afraid of meeting.

The Jungle Books, by Rudyard Kipling.—The secrets of the Indian jungles revealed by the animals. On no account to be missed.

Wake Robin.—A guide to Nature's glorious spring parade.

Signs and Seasons, both by JOHN BURROUGHS.—Of the birds and their nests and their lives—by an author who philosophized as he naturalized.

Black Beauty, by ANNA SEWELL.—The autobiography of a horse. A winning favorite among stories of horses.

White Patch.—Bertelli's Italian story of Ciondolino retold by Angelo Patri. A book of insect life for little children, with morals interspersed in a thoroughly healthy and likable fashion.

Bird Guides (Water-Birds and another on Land-Birds), by CHESTER A. REED.—Splendid for carrying on walking-trips. Make bird identification simple.

They Who Walk in the Wild, by CHARLES G. D. ROBERTS.—Splendid animal stories. A book to enjoy and to admire and to possess.

More Wild Folk, by SAMUEL SCOVILLE, JR.—An author whose animal stories are, on the average, very good.

The Clever Little People with Six Legs, by HALLAM HAWKSWORTH.—A book that can serve as school book for nature students, and entertainment for those who would like to know more of the curiously similar ways between insects and ourselves.

Lives of Busy Neighbors, by INEZ N. MCFEE.—She is also author of a good insect book.

The Mouse Story. Translated from the Danish of K. H. WITH.—An old Danish story but new to American readers, and with every right to become, in time, an old favorite here.

Stories of the First American Animals, by GEORGE LANGFORD.—Of the days, long ago, when strange beasts lived in this land of ours. Written with straightforward simplicity, which makes them clear and understandable to the young. Because of their interest of origin and their keen dramatic quality, they lose none of their appeal to older folk.

The Natural History of South Africa, by F. W. FITZSIMONS.—Four volumes on mammals and two volumes on birds. Many of the birds will be familiar to American bird-students.

The Grizzly; Wild Animal Homesteads, by ENOS A. MILLS.—Books for all ages. The latter

telling what one wants to know, the former converting the reader to grizzly championship.

The Book of Birds for Young People; Field Book of American Wild Flowers, by F. SCHUYLER MATHEWS.—These also make good books to aid the wanderer out-of-doors to know what he is seeing.

The Burgess Flower-Book for Children, by THORNTON W. BURGESS.—An ideal book for teaching the flowers to little children.

The Book of the Stars for Young People, by WILLIAM TYLER OLCOTT. **Evenings with the Stars,** by MARY PROCTOR. **The Star People,** by GAYLORD JOHNSON.—All good, but listed in the order of their earthly superiority.

WILLIAM TYLER OLCOTT'S "Field Book of the Stars" and any of the works of ISABEL M. LEWIS on astronomy are sure to teach any one, from nine years of age up, so much that he can pick his own favorite star any time.

Harper's Book for Young Gardeners, by A. H. VERRILL.—A practical volume describing how to start, grow and market a garden.

Variety in the Little Garden, by LOUISA Y. KING.—If you have only a little room in your garden, this book tells you how to make it beautiful in that small space.

What Bird Is That? by FRANK M. CHAPMAN.—Quick identification method.

The Children's Book of Birds, by OLIVE THORNE MILLER.—Describes the habits of birds. A good introductory book to others which carry the subject further.

The Burgess Bird Book for Children, by THORNTON W. BURGESS. — Illustrated by Louis Agassiz Fuertes. For the youngest child beginning to identify birds.

Jeremy and Hamlet, by HUGH WALPOLE.—A boy and a dog. Very real.

The Way of the Wild, by CLARENCE HAWKES.—Animal tales for little children of eight and even younger.

Stories About Horses.—Retold from St. Nicholas. A happily chosen collection.

Adventures Among Birds, by W. H. HUDSON.—Lovely, as are all Hudson's books.

Greylight, by ANNE BOSWORTH GREENE.—A companionable story of a white Shetland pony; for little girls.

Wild Bird Guests: How to Entertain Them, by ERNEST HAROLD BAYNES.—For groups of boys and girls who are going to "entertain" birds, and of great interest to bird clubs.

Jimmie: The Story of a Black Bear Cub; The Sprite: The Story of a Red Fox, by ERNEST HAROLD BAYNES.—In which the author does magnificently for his cub and his beautiful red fox. Books that will always live for you just as soon as you know them.

More Stories from Birdland, by OLIVER PIKE.—It has fact, charm and sincerity, and no matter how many books you have on birds you will relish this one.

Persimmon Jim the 'Possum, by JOSEPH WHARTON LIPPINCOTT.—For children of eight and younger, in which they learn of the ways of the 'possum.

Bird Neighbors, by NELTJE BLANCHAN.—This was the book that started my childhood bird interests. Very clear and with recognizable pictures.

According to Season, by FRANCES THEODORA PARSONS.—Flowers introduced in the order of their wood and meadow appearances.

Tales from Nature's Wonderlands, by WILLIAM T. HORNADAY.—Information worthy of notice by an authority. "The Minds and Manners of Wild Animals," by the same author, is far more interestingly written, however.

The Seashore: A Book for Young People, by F. M. DUNCAN. Quite generously informative.

Our Friend the Dog, by MAURICE MAETERLINCK. —For every dog lover.

Kari the Elephant; Hari the Jungle Lad, by DHAN GOPAL MUKERJI.—Jungle education vividly taught.

Our Winter Birds, by FRANK M. CHAPMAN.—Dependable.

Wild Heart, by EMMA LINDSAY SQUIER.—Animal stories. To be enjoyed by young girl readers.

Wild Animals of North America, by Edward W. Nelson.—I would not be without this—for all ages.

The Armfields' Animal Book.—Humorous tales for younger readers.

A Dog of Flanders, by "Ouida."—As faithful a dog as ever lived.

Among the Farmyard People, by Clara D. Pierson.—About the domestic animals. Also the same author's book "Among the Pond People," which does the same for the tadpoles and frogs as the other does for the barnyard folk.

Beasts of the Field, by William J. Long.—About the beaver, the rabbit, etc.

The House in the Water, by Charles G. D. Roberts.—Stories, among them the one of the title which is an excellent tale about the beaver.

How to Know the Ferns, by Frances Theodora Parsons.—Does what it sets out to do.

The Bee People, by Margaret W. Morley.—Clear to any child of nine years of age and up.

King of the Thundering Herd, by CLARENCE HAWKES.—Early days on the prairies when buffaloes had some say about things.

Squirrels and Other Fur-Bearers, by JOHN BURROUGHS.—In addition to the squirrels there are the chipmunks, rabbits, opossums, musk-rats, etc.

Knowing Insects Through Stories, by FLOYD BRALLIAR.—Clearly described data on insects, their good points and bad, with good illustrations supplementing a decidedly lucid and informative text.

Knowing Birds Through Stories, by FLOYD BRALLIAR.—If one wants to know about birds, and assuredly every one does, this book is invaluable. There are "keys" by which one may identify birds, and anecdotes related which give entertainment to the instruction.

Peter's Adventures in Birdland; Peter's Adventures in Meadowland, by FLORENCE SMITH VINCENT.—Two books for little children in which the meadowfolk and the feathered folk are delightfully revealed by means of their own accounts as told to the boy Peter. Books easy of understanding and a decided addition to the child's library.

Part II—For Boys and Girls from Twelve to Sixteen

American Boys' Book of Wild Animals, by Dan C. Beard.—Personal experiences. Boy scouts will appreciate this.

The Book of Stars, by A. Frederick Collins.—Also especially interesting to boy scouts.

Bob, Son of Battle, by Alfred Ollivant.—A famous dog story.

The Call of the Wild, by Jack London.—So closely does one enter into this book that one almost wishes there were a less civilized state for humans too.

Trees, by Julia H. Rogers. **Wild Flowers**, by Neltje Blanchan. **Butterflies**, by Clarence M. Weed.—These books are concise, clear, and very helpful.

The Reptile Book, by Raymond L. Ditmars. **The Frog Book**, by Mary C. Dickerson. **The Moth Book**, by Dr. W. J. Holland. **The Butterfly Book**, by Dr. W. J. Holland.—These books are

more elaborate than the preceding group. They have many illustrations and are to be highly recommended. They are invaluable as accurate reference books and to be enjoyed at the library or at home, according to which subject most appeals.

Penguin Island, by ANATOLE FRANCE.—Nature and satire for the reader of sixteen or older. A brilliant book, but too sophisticated for any young reader.

The Naturalist in La Plata; A Hind in Richmond Park; Far Away and Long Ago, and a Traveller in Little Things; A Shepherd Life and Idle Days in Patagonia, by W. H. HUDSON.—Do not let the older boy or girl, with an appreciation of the beauty in nature, miss these books. The chapter on humming-birds in the first book is a gem of gems. "The Little Boy Lost" is also a charming book for almost any age.

Claw and Fang, by ERNEST GLANVILLE.—The best biography of a lion I have ever read. Ngonyama is the great, towering, majestic hero of the story, revealed with clarity and dignity. His life is followed by some brief sketches of South African wild life.

Field-book of Insects, by FRANK E. LUTZ.—As compact and complete a handbook guide for the student as any one volume could be.

The Mystery of the Hive, by EUGÈNE EVRARD. Translated by Bernard Niall.—For older boys and girls and nature students. The work of an able scientist, who gives in one volume the result of years of study and knowledge.

The Spirit of the Hive. Contemplations of a Bee-keeper. By DALLAS LORE SHARP.—Containing all the beauty and poetry as well as the naturalist's wonder delight in bees.

Animal Life by the Sea-shore, by G. A. and C. L. BOULENGER.—A seashore guide.

A Guide to the Trees, by CARLTON C. CURTIS.—By means of which the student can identify the North American trees.

Polaris, the Story of an Eskimo Dog, by ERNEST HAROLD BAYNES.—For any age from nine to fifteen. Polaris was a famous dog who came in contact with famous people and who lived an adventuresome life.

The Natural History of Selborne, with Observations on Various Parts of Nature; and The Naturalist's Calendar, by Rev. Gilbert White.—Old-fashioned and quaint and leisurely, but the real nature student will want to know it.

California Wild Flowers, by Elizabeth Parsons. **California Trees,** by Willis Jepson.—For the dweller in Western parts or for the traveller to those parts.

The American Boy's Book of Bugs, Butterflies, and Beetles, by Dan Beard.—Absolutely clear.

Animal Curiosities, by W. S. Berridge.—Informative on animals, birds, and reptiles. Well adapted to the "lay" reader, yet filled with data only a zoologist could give. Has the sound qualities of a book of earlier period entitled "The Animals of Australia," by A. H. S. Lucas and W. H. Dudley Le Souëf (published abroad).

Brier-Patch Philosophy, by William J. Long.—A volume of natural history observations presented in chatty fashion by a philosophic rabbit. Also by the same author are three very good nature books entitled "How Animals Talk," "Wood-Folk Comedies," and "Mother Nature."

Field Book of Common Rocks and Minerals, by F. B. Loomis.—If rocks and stones and strange formations are your young people's hobby, or they would like them to be, this is the very book.

The Fern Lover's Companion, by George Henry Tilton.—Another good guide. Just what its title says it is.

The Life of the Bat, by Charles Derennes.—Defends, as the bat should be defended. Instructive and beautifully done. The author philosophizes about the bat as Fabre does in his insect books.

Lad: A Dog, by Albert Payson Terhune.—Lad and other collies of Albert Payson Terhune have many admirers, but Lad deserves most of all.

The Romance of the River, by Georges Ponsot. **Grim: The Story of a Pike,** by Svend Fleuron.—Both sophisticated stories for those of fifteen or sixteen years and older.

The Book of Fishes, by John Oliver La Gorce and others.—Tells all you want to know.

The Book of Dogs, by Louis Fuertes and others.—Describes all kinds of dogs, their ways, habits, etc. Thoroughly practical.

The Haunts of Life, by J. Arthur Thomson.—For the boy or girl of fifteen and up. Among other things a remarkable word picture is to be found in this interesting book on the monotony of life in the deep sea.

Jungle Peace, by William Beebe.—Written with the warm richness of the tropical jungle itself. Also for older readers. "Galápagos," by the same author can also be enjoyed by the older reader. This book is beautifully illustrated in color by Isabel Cooper.

Hunters of Ocean Depths, by Francis Rolt-Wheeler.—A bit stiff in the telling at times, but worth the boy's attention.

Through Field and Woodland, by Alice Rich Northrop.—A fat volume of great value to the teacher or to one who wishes to instruct others in botany, birds, animals, etc.

Social Life Among the Insects; The Life of the Spider; The Life of the Fly; The Mason-Bees; The Hunting Wasps; The Life of the Caterpillar; The Life of the Grasshopper; The Glow-worm and Other Beetles, by J. Henri Fabre.—Every book by Fabre is worth reading. They surpass almost all the others!

Untrodden Ways, by H. K. Massingham.—Wanderings in nature along the English coasts, heaths, marshes, etc., with talks on Hudson, Crabbe, etc.

On the Edge of the Wilderness, by Walter Prichard Eaton.—Stories of wild beasts told with literary distinction.

The Boy with the U. S. Foresters, by Francis Rolt-Wheeler.—What constitutes the routine in the life of a forester, if such a tame word as "routine" can be applied.

Baldy of Nome, by Esther B. Darling.—For the twelve or thirteen-year-old child. Baldy was no ordinary dog—and he was real and lived in Alaska.

V

BOYS' AND GIRLS' STORIES

V

BOYS' AND GIRLS' STORIES

AT first I was going to put the books for boys in a separate section, but on second and third and final thoughts I realized how deeply interested almost every girl is in books called "boys' books." So that while boys will doubtless not be interested in the books for girls, they will be duly labeled, and parents wishing for selective guidance will not be misled into giving a book distinctly for girls to a boy. But when choosing for a girl consider well the books for boys—for in the boys' book world girls have always had the good sense to participate.

Books for boys, both in quantity and quality, attain a far higher average than books for girls. It was so twenty-five years ago. It is so to-

day. It looks as if it would be the same tomorrow.

So for the girl who is a little too old for books which fall into this category I would advise a real acquaintance with Thackeray, George Meredith, George Eliot, the rest of Dickens and Scott she may not already have read, and Jane Austen, whose humor, in spite of her somewhat old-fashioned qualities, alone makes her books worth reading; and the Brontë sisters.

I am very much against books which try to extract the characters of others and set them forth in their alleged essence.

Dickens is particularly sinned against. Every once in a while I come across a book which claims to tell the stories of Dickens' heroines, or of some phase of Dickens' writings to pave the way (that is the excuse of such authors) for a further enjoyment and knowledge of Dickens. It does not do this at all. The girl thinks she has read Dickens—enough to know she does not like him—and so, until the time comes when she realizes what a de-

lusion these books are, misses Dickens for a long time.

Perhaps the main reason why there are not better books for girls between the ages of thirteen and eighteen is because of a fear on the part of both publishers and authors. Boys can have books of adventure. They can be made interesting. But girls aren't even supposed to have these to the same degree, even in these pro-feminine days. More than that, tho, is the fact that girls are beginning to grow up between these ages. They are composite creatures! They are partly lovers of school life and of the out-of-doors, and they are partly romantic. It is this last that is ignored.

When writers touch upon romance it is done in such a way that it is vacuous. They are trying to pretend for the most part that girls have a period of mental cessation and so expect them to jump from what is practically childhood into womanhood, for there is a great gap between these books for very young girls and those for adults. If a girl must be fourteen or fifteen or sixteen, she must be; it is un-

avoidable, publishers and authors seem to say. But they aren't going to do anything about it.

So let the in-between-age girl of about sixteen begin her adult reading, as well as her camp and outdoor reading, and her brothers' adventure tales and her Dickens, and let her read, I would say, practically any book so long as it is, of its kind, worth while.

I hesitate in some ways to tell this tale. It sounds almost prudish. But it proves a point, and that, to the person endeavoring to make a point, is valuable.

If you give children right from the very start plenty of really good books, of variety, spirit, and excellence, and if you keep this up without insisting upon certain ones being liked and without being arbitrary and conclusive, you will find they only want the best. It is a great mistake to force a child to read something you happened to like, and about which you can stir in him no enthusiasm. I know of a wretch of a father who would not let his children of fourteen and fifteen read anything above books for nine-year-olds, because they

had not been able to like his favorite—Stevenson.

Of course, as I said at the start, this matter of ages must be very elastic. A great deal depends upon the child and what his comments are. For he will tell you if the book is too young for him, or if he is interested. And you can gauge very quickly.

But to return to this point I want to make, which in making I am going to illustrate by personal confession. Another girl, aged twelve, as was I also, was spending the night with me. Our families had gone to a party. We had planned a very gay debauch for ourselves.

We were both devoted to reading, and often went off on walks and picnics, where we ate most indigestible food and read most excellent fare to one another. But this evening we were going to do something we had never done before. Others had told us of reading them. We were going to have a wicked time. It was a little yellow papered book that we smuggled into our room on the afternoon of this gay evening ahead. It was what is known as a penny

dreadful or a dime novel. And it had a lurid title, an amazingly lurid and daring title.

The respective families had left. We were alone with the terrible little book, looking forward to it with unholy rapture. We began to read. We read on painfully, wretchedly, acutely miserable. We were disillusioned. Here was nothing that was gay and alluring. Here was something dull, flat, endlessly stupid. Perhaps it had some gaiety in it for some, but to us its gaiety sounded so cheap and so tawdry and so *forced* that it was more than we could endure. We stood it just so long. Almost automatically each of us reached for my copy of "Nicholas Nickleby" and read it, late into the night—the little yellow book and its ilk banished voluntarily and forever from our reading hours.

We had been allowed to read everything—but of the best. And our reading tastes could not stand that cheap kind of tasteless book pastry.

And yet, altho I have had the nerve to tell this incident, we never were, nor thought our-

selves to be, at all superior. We both got bad marks in behavior. We talked out of turn, we were always in trouble. But we had been given the best of literature and plenty of it since early childhood, and we could never now be tempted by trash.

There is, indeed, a great opening in the field of stories for girls of high-school age. There are some books, but not many, for these readers, and there are many kinds of stories that could be written. Whether they will be or not remains to be seen. But there is the opening.

The stories for boys continue to strike a good average. They give every indication of keeping this up, just as they have for many years. It is a satisfactory array that the boy can have.

The books of to-morrow for boys and girls dealing with boys and girls? Clear literary weather ahead for the boys, but somewhat cloudy for the girls—altho there is the break of opportunity shining through these clouds.

LIST OF TITLES

Part I—For Boys and Girls from Nine to Twelve

Story of a Bad Boy, by Thomas Bailey Aldrich.—A masterpiece of its kind. Droll, humorous, yet with wonderful understanding.

Tales from Shakespeare, by Charles and Mary Lamb.—For a starter on Shakespeare. From this unusual volume the child can select his favorites, which can then be read in Shakespeare's own plays. King John is a good one with which to start. Othello leaves a decidedly bad taste in the mouth of almost any boy or girl. King Lear, Twelfth Night, King Richard the Second, Pericles Prince of Tyre, The Tempest, and Julius Cæsar are good ones with which to begin the real Shakespeare reading.

Treasure Island, by Robert Louis Stevenson. —The pirates and their deeds come straight out of the pages of the book right at the reader.

Heidi; Vinzi.—These and other books by JOHANNA SPYRI make delightful reading for the little girl of eight or nine or ten; they are about children in the Alps and their struggles with poverty and love of music.

Castle Blair, by FLORA L. SHAW.—A lovely story for girls of about ten. The children in the story are real.

Robinson Crusoe, by DANIEL DEFOE.—Crusoe and his man Friday and their grand adventures.

Swiss Family Robinson, by JOHANN WYSS.—A standby! All about a family wrecked on a tropical island.

The Woodbegoods, by "E. NESBIT."—Younger girls will be amused by these children who could not avoid getting into trouble.

The Treasure Seekers, by "E. NESBIT."—Also this tale of some imaginative youngsters.

Cecily, by CLEMENTINE HELM.—Little girls will love Cecily and rejoice at the outcome of her story, for some of her early experiences were hard and terrible. Sympathetically written.

Little Princess Nina: The Story of a Russian Girl, by L. A. Charskaya.—A vivid book, glowing with rich description and outstanding characters. Depicting a period of Russia that is past.

Girlhood Stories of Famous Women, by Katherine Dunlap Cather. **The Story of the Elizabeths,** by Grace Humphrey.—There is always something humanizing in our contact with the great when we realize that they too had a period of youth.

The Slowcoach, by E. V. Lucas.—Unexpected and amusing travel. Girls of eight or nine will like this.

The Secret of Hallowdene Farm, by Doris Pocock.—A delightful girls' story, with the scene laid on a farm in Devon, England. For girls of twelve or thirteen.

A Continental Dollar; Powder, Patches, and Patty, by E. B. and A. A. Knipe.—With historical background, but particularly suitable for girls from eleven to fourteen.

The Last Parrakeet; Boy Hunters in Demerara; The Lost Flamingos, by George Inness

HARTLEY.—Natural history information and adventure mingled in a way to interest the boy of twelve or older.

Little Women, Little Men, by LOUISA M. ALCOTT.—Assured of popularity with girl readers for ever and a day.

The Coral Island, by R. M. BALLANTYNE.—A book of yesterday for boys of to-day.

Peter and Wendy, by J. M. BARRIE.—Girls will love this tale. It has delightful sentiment.

Rebecca of Sunnybrook Farm, by KATE DOUGLAS WIGGIN.—Jolly and not too sentimental.

Rudder Grange, by FRANK R. STOCKTON.—For boys of twelve and older. Boys should certainly take a whirl at most of the "Stockton" books.

Jim Davis, by JOHN MASEFIELD.—Whether this boys' book of smugglers on the coast of Devon comes to the boys' attention makes a real difference.

When I Was a Boy in Denmark, by H. TROLLE-STEENSTRUP; **When I Was a Boy in India,** by SATYANANDA ROY; **When I Was a Boy in Turkey,**

by Ahmed Sabri Bey.—Three of the most interesting in this series. Full of anecdotes and incidents. For boys of about ten.

The New Moon, by Cornelia Meigs.—A story of an Irish lad's adventures in the Mississippi section of America one hundred years ago. Told with beauty of language and description.

Plumed Snake Medicine, by James Willard Schultz.—A worth while Indian story for young boys.

The Boy Adventurers, by A. Hyatt Verrill.—A good series for boys, with plenty of excitements.

The Golden Spider, by Francis Lynde.—A well-told adventure yarn for boys of twelve and older.

The Timber Treasure, by Frank Lillie Pollock.—For boys of adventure-seeking tastes.

Spaniard's Cave; The Turner Twins; Nid and Nod; The Crimson Sweater, by Ralph Henry Barbour.—Excellent for boys of eleven to fourteen. The first is filled with exciting happenings in Bermuda, and the last has to do with a school "nine," as many of Mr. Barbour's best tales do.

Sally Simms Adventures It; The Dragon's Secret; Three Sides of Paradise Green, by Augusta Huiell Seaman.—Mrs. Seaman's stories for girls from eleven to fourteen are singularly good. There is mystery to be found in them, and adventure, and girls "love" them.

The Silent Five, by T. M. Longstreth.—For boys of twelve. Pirates, buried treasure and all such excitements.

What Katy Did at School, by Susan Coolidge.—Somewhat old-fashioned, but real enough to retain its popularity for young girls.

House of the Lions, by Helen W. Banks.—With a mystery. Girls in their early teens will like it. A pleasant book.

Adrift on an Icepan, by Wilfred Grenfell.—If you ever complain of the cold in the winter, read this book!

Boy Scouts on Katahdin, by Walter Prichard Eaton.—Camping in Maine.

The Stranger from Up-along, by Theodore Goodridge Roberts.—A story of Labrador fisher-

men and a fine lad and treacherous traders. Good for boys from twelve years of age up. Written without any forced conversations or situations.

Fundamentals of Baseball, by CHARLES WARDLAW.—Its title is indicative of what it is.

In Desert and Wilderness, by HENRYK SIENKIEWICZ.—Two children kidnaped by Arabs, and their escape. For boys and girls from eleven up.

Boy Scouts of Berkshire; Boy Scouts in Glacier Park; Boy Scouts at Crater Lake, by WALTER PRICHARD EATON.—There are so many stories of Boy Scouts, and they are so apt to come in contact with them through their Scout activities and Scout reading, that I list only those books singularly outstanding and of interest to other boys. Dan Beard, Franklin K. Mathiews, Samuel Scoville, Jr., are Scout authors for the boy of twelve and older especially to read; likewise the above-mentioned books by Walter Prichard Eaton.

Captains Courageous, by RUDYARD KIPLING.—A boy's experiences with a fishing schooner's crew, and his reform into being normal and unspoiled.

The Leatherstocking Tales, by JAMES FENIMORE COOPER.—"The Deerslayer," "The Last of the

Mohicans," "The Pathfinder," "The Pioneers," "The Prairie." Tales of early American Indians, from which many a boy has modeled his Indian games.

The Oregon Trail, by Francis Parkman.—Life of the Indians on the plains in the days of the early settlers. For boys and girls from twelve up.

Part II—For Boys and Girls from Thirteen to Sixteen

Tom Brown's School Days, by Thomas Hughes. —An old school story of dateless interest. Also "Tom Brown at Oxford."

Two Years Before the Mast, by Richard Henry Dana.—A vivid sea story, some of it necessarily (in telling the truth) brutal.

The Boy Hunters, by Captain Mayne Reid.—The mere act of putting down his name recalls this author's style of wild adventure tales so forcefully that I almost feel as if his books must stand out in the same way to every one!

The Marble Faun; The House of the Seven Gables, by NATHANIEL HAWTHORNE.—For boys and girls of literary appreciation. The kinds of books, once loved, always loved.

Masterman Ready, by FREDERICK MARRYAT.—A favorite with boys.

Twenty Thousand Leagues Under the Sea, by JULES VERNE.—Submarine adventure written long before submarines were invented—and still good reading.

Moby Dick; Typee, by HERMAN MELVILLE.—Becoming, rightfully, popular again. Tales of whaling, strange countries, exciting adventures.

Comrades of the Rolling Ocean, by RALPH D. PAINE.—Three American lads in the merchant marine. It has plenty of sea-lure despite its terrors. But are not these perhaps the sea-lure?

The Pearl Lagoon, by CHARLES NORDHOFF.—A distinctive book, remarkable for its perspicuity and also for its descriptive beauty. It is the story of a boy's thrilling adventures in the South Seas.

Heroes of the Sea, by CHELSEA FRASER.—Filled with answers to the questions any boy would ask

about the lives of lighthouse-keepers, seal-hunters, deep-sea fishermen, coast-guard cuttermen, etc.

The Golden Days of '49, by KIRK MONROE.—Gold mining in California, interestingly told even for these different kinds of days.

Jimmy, the New Boy, by ARCHIBALD MARSHALL.—An English schoolboy story, which American schoolboys will like, both because of its differences and its similarities as compared with American school life. Its differences are superficial ones of words, places, customs, while its similarities are in the essential standards set for boys by boys.

The Boy Whaleman, by GEORGE F. TUCKER.—A lad's experiences aboard a whaling ship sixty years ago. Now that whaling ships are out of date this book will have a historical value. Graphically written.

That Year at Lincoln High; Working Through at Lincoln High, by JOSEPH GOLLOMB.—Excellent high-school stories for city boys of to-day. Of their kind they could not be better.

Pirate Princes and Yankee Jacks, by DANIEL HENDERSON.—Living up to its title.

The Dark Frigate, by CHARLES BOARDMAN HAWES.—Magnificent sea and pirate story. Also read this author's "The Mutineers," and "The Great Quest." They are gorgeous stories of splendid adventure.

Merry Adventures of Robin Hood, by HOWARD PYLE.—Illustrated by the author. Can any one resist Robin Hood?

Land and Sea Tales for Boys and Girls, by RUDYARD KIPLING.—Not as good as the Kipling of yesterday, but well worth reading.

Howard Pyle's Book of Pirates.—This is an expensive book, but get a real look at it, some time, somewhere.

Last Secrets, by JOHN BUCHAN.—The final mysteries of exploration. Thrilling accounts, in true Buchanian style.

Cruise of the Cachalot, by FRANK BULLEN.—Whaling and deep sea wonder.

Highwaymen, by CHARLES J. FINGER.—A book of gallant rogues. Stories of Dick Turpin and his horse, Captain Blood, Jack Sheppard, Claude Duval.

Keeping Up with Science, by Edwin E. Slosson.—The boy of inventive and scientific mind will find this useful and clear.

With Stefansson in the Arctic, by Harold Noice.—Two years of exploring.

Stories of the Great West, by Theodore Roosevelt.—Daniel Boone and others, and a good deal of autobiographical material.

The Boy's Own Book of Adventures, by Albert Britt.—Stories of Stanley, Gordon, etc., well told.

Kidnapped; David Balfour, by Robert Louis Stevenson.—The latter a sequel to "Kidnapped," adventure material.

The White Company, by A. Conan Doyle.—Could be included in the historical section, but altho it deals with the White Company of France and days of chivalry, it is suitable to include it in this chapter as a boys' book.

Careers of Danger and Daring, by Cleveland Moffett.—Lives of firemen, engineers and others whose daily existence requires quick thinking, for their routine is emergencies.

John Halifax, Gentleman, by MRS. CRAIK.—This is for girls. It is old-fashioned and *very* high principled, but it has many fervent admirers. I still surround it with fond remembrance.

Heroes of Aviation, by LAURENCE LA TOURETTE DRIGGS.—Aces in battle.

The Alhambra, by WASHINGTON IRVING.—Legends about the famous Moorish palace, gorgeously told.

Nicholas Nickleby, by CHARLES DICKENS.—Humor and tragedy, and a terrible schoolmaster.

Oliver Twist, by CHARLES DICKENS.—A poor little wretch of a boy trained to be a thief in the streets of London.

David Copperfield, by CHARLES DICKENS.—The author's favorite of his own books. Filled with wonderful character studies.

Cricket on the Hearth, by CHARLES DICKENS.—An imaginary story wound about a blind girl and her father.

Old Curiosity Shop, by CHARLES DICKENS.—Little Nell!

Rab and His Friends, by JOHN BROWN.—Pathetic but very beautiful is this Scotch story of a dog and his human friends.

Last Days of Pompeii, by BULWER-LYTTON.—Roman days during the first century.

The Vicar of Wakefield, by OLIVER GOLDSMITH.—An English vicar and his family, their poverty, and their rare good humor.

Undine, by LA MOTTE FOUQUÉ.—The water-sprite gained a soul through love.

VI

POETRY FOR CHILDREN

VI

POETRY FOR CHILDREN

IN the presence of poetry many people are shy. Invariably, if you question them, you will find that as children they seldom heard or read poetry, with the exception of a very sketchy smattering of it flung at them in school. So they never grew intimate with it. Now volumes of poetry make them feel bookishly ill at ease. But once they pull down the barriers and really get a little close to poems, they regret the years when they ignored them as lofty and intricately superior.

On the other hand, those to whom poetry's beauty and exquisite friendliness and understanding are revealed at an early age never outgrow it. Poems we loved when we were young are the poems we love to-day, even more

than is the case with all our early prose favorites.

This poetry section shall be much in the nature of an outline guide. I want to suggest a few good anthologies and introduce you to several books of children's verse of to-day that you may have missed.

Thence you can continue along the lines you, and those in whose reading you are interested, prefer. This will merely be a gate-post, and you may chose your own poetical directions—returning to the post and starting out a second time or a third or a fourth as the riming and dramatic instinct prompts your choice.

You may want to read a great deal more of Wordsworth, Tennyson, Keats, or of Shelley, Coleridge, or Byron; you may want more of Browning—something which unfolds a plot, such as "The Ring and the Book," or that shows great character drawing and sense of pageantry, such as in "Saul." Or you may prefer Burns's warm, homely beauty.

You may want to tell your fairy tales to

your wee children in poetry form, and if you do you will want to get Rose Fyleman's books and others which I listed in the books for little children.

I shall first suggest three anthologies. One is an old one—handed down from a previous generation—"The Fireside Encyclopedia of Poetry," compiled by Henry T. Coates. The second is Walter de la Mare's "Come Hither: A Collection of Rhymes and Poems for the Young of All Ages." The all-embracing subtitle in this case is not an exaggeration. "The Story of This Book," by Mr. de la Mare, opens the volume and is an introduction of such charm and loveliness that no reader can resist coming hither—and remaining hither—unto the end of this beautiful poetry-collection. There is a certain grouping of the poems, but there is something more than the mere arrangement, the mere choice of poems, that makes this book one which you cannot bear to leave once you have started it. Perhaps it is because Mr. de la Mare is so much of a poet himself that he can make a collection,

varied, long, comprehensive, which is so put together that the more poems you read the more you want to go on reading. Here are the poems of William Blake—his Songs of Innocence—with their quaint, irresistible simplicity and their genuine feeling; here is Chaucer—and yet here, too, are poems by Robert Frost and Eleanor Farjeon.

But Mr. de la Mare has not included his own poems, and I know you will want to get "Peacock Pie," and "A Child's Day," which later, together with A. A. Milne's "When We Were Very Young," I listed with the books for little children.

The third anthology is Louis Untermeyer's, whose "This Singing World" is of singular interest. Most of the poems in this book are those of living poets. So it is *this* singing world, as Mr. Untermeyer explains. There are poems by Hilda Conkling, Margaret Widdemer, Edna St. Vincent Millay, Walter de la Mare, Carl Sandburg, Claude McKay, Don Marquis, Sara Teasdale, and others. I feel that any abode is poetically empty if it leaves

out either Mr. de la Mare's or Mr. Untermeyer's anthologies.

There are several other collections of poetry for readers from six to twelve, not so extensive as the above. One is "The Listening Child," by Lucy Thacher, with illustrations by Nancy Barnhart; another is "Child Life in Poetry," edited by John G. Whittier (an old household favorite), and one entitled "Another Book of Verses for Children," compiled by E. V. Lucas, with illustrations by F. D. Bedford.

In the libraries can be found Swinburne's "The Springtide of Life," illustrated by Arthur Rackham; but altho published comparatively recently, it is out of print now. This seems a pity, for it is a beautiful book and the only collection of Swinburne's poems for and about children, gathered from his various volumes of poetry. It is the kind of book any one with a love for children would cherish.

"Poems of Childhood," by Eugene Field, is a book of poems as homely and simple as an open fireplace and just as comforting and appealing. "Sing-Song," by Christina G. Ros-

setti, is a nice little book for the very young child.

A book of familiar poems for little children is "A Child's Garden of Verses," by Robert Louis Stevenson. This is without doubt an old friend. But be sure you also read A. A. Milne's "When We Were Very Young," which has all the freshness and artless charm of childhood itself, and every one who is, or who has ever been a child, will love this book.

Perhaps before leaving the anthology makers we may pause for another moment to remember one or two other volumes for your further attention. "Rainbow Gold," a volume of old and new poems for boys and girls, edited by Sara Teasdale, is an unusual collection. Kate Douglas Wiggin also made a valuable collection in "Golden Numbers." Helen Dean Fish has a nice selection of poems of especial interest to boys of from ten to fourteen in her "The Boy's Book of Verse," and of course there are the stirring "Lays of Ancient Rome," by Macaulay, for older boys and girls.

As for the poetry of to-morrow? It looks as if the little children were going to be well taken care of with Walter de la Mare, A. A. Milne, Rose Fyleman and the others all taking a rhythmical, singing hold of the situation. The New England poets who sang of nature have few similar successors, nor is there any American poet of to-day with the melodiousness of Poe, which so appeals to young people. The in-between ages are not faring quite so well, save in the anthologies.

The literary forecast is generally fair, with shining bright for the poetry skies that are above wee children.

VII

DEALING WITH BOOKS NOT INCLUDED IN ANY OF THE FOREGOING CATEGORIES, AND WITH BIBLE STORIES

VII

DEALING WITH BOOKS NOT INCLUDED IN ANY OF THE FOREGOING CATEGORIES, AND WITH BIBLE STORIES

THERE are the books of science—of invention—which keep changing so that a book, for example, on radio to-day is quickly antiquated because of new and further developments. But "Practical Radio" by Henry Smith Williams would prove a boon to any boy with an inventive mind and a radio set. So it is with the mechanical world, and hence, other than those books listed among the books for boys and girls, I do not make any further inclusions. In that section I have put such books as may prove of more lasting merit, and in the section on nature and natural history

science I have included books which may also meet that qualification.

In the section of books for little children I have put a number of easily acted plays, altho for the teacher or parent I would like to include "How to Produce Children's Plays," by Constance Mackay; "Costuming a Play," by Elizabeth B. Grimball and Rhea Wells; and for children of varied ages a most important book is "A Treasury of Plays for Children," compiled by Montrose J. Moses.

For little children, eager to know of the beginnings of the early inventiveness and intelligence of man, I would also suggest "The First Days of Knowledge," by Frederick A. Kummer, which did not quite fit into any of the previous sections, yet which should not be omitted. For older boys and girls, from eleven to fifteen, Sidney Aylmer Small's "The Boys' Book of the Earth," is informative.

Then there is The Bible. There is no other book like The Bible. It is quite superfluous to say so. In mentioning it I feel completely humble, but feel also that no book list of any kind should omit it.

If a child is taught to read The Bible with a sense of its magnificent beauty and drama and its supreme reverence, a life-time of deep, great, spiritual, and literary wealth will be the result.

William Canton, in "The Bible Story," offers one of the best paraphrases of The Bible; but be certain to amplify and enrich any book of this sort with readings from The Bible itself. "When the King Came" is the story of the life of Christ taken from the four Gospels by George Hodges for boys or girls of about ten, while Mary F. Rolt's "A Baby's Life of Jesus Christ" is for the *very* youngest child of all.

"Bible Stories to Read and Tell," by Frances J. Olcott, are for the children just older than those to whom Mary F. Rolt's small book will be understandable, though the Olcott book deals with stories from the Old Testament. For boys and girls from five to eight.

"The Children's Bible," Selections from the Old and New Testament by Henry A. Sherman and C. F. Kent, with beautiful pictures, is worth owning.

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